

PREFACE

IMPORTANT:
READ THIS PREFACE BEFORE STARTING
ASSIGNMENT 1. IT'S IMPORTANT YOU
UNDERSTAND THE PHILOSOPHY BEHIND
THE COURSE AHEAD OF TIME.

Intellectual Philosophy

Gold-laden pharaohs, buried treasure, unsolved mysteries of the past—these are the popular images of archaeology, and have been ever since the discovery of the early civilizations of Egypt and Mesopotamia more than a century-and-a-half ago.

Indiana Jones and the Temple of Doom, *The Mummy Returns*, a host of cartoons about cave men and their clubs - these are also popular stereotypes about archaeology.

None of these stereotypes bear any resemblance to reality. Scientific archaeology is a complex, multidisciplinary endeavor, one that relies on a host of research methods and sophisticated theoretical approaches.

It may not be so romantic, but it is just as fascinating in its way as the more stirring adventures of Indiana Jones, or Jean Auel's Ayla, the Stone Age wonder woman.

Welcome to the wonderful world of late twentieth-century archaeology!

Modern archaeology is an enormously complex and wide ranging enterprise, encompassing the entire range of human experience, from the emergence of the first humans more than two and a half million years ago right up to modern times. There are archaeologists who study Ice Age art, others who examine early farming villages in Mexico, many who specialize in early civilizations. There are experts on Greek warfare, Roman roads, Inca irrigation, Colonial settlements in Massachusetts, and abandoned nineteenth century railroad stations. Some archaeologists even analyze modern city garbage—to better understand human behavior in the remoter past.

Course Objectives

We cannot possibly study all these various forms of archaeology in ten weeks. This course is but a sampling of the past, with five fundamental objectives.

- *To give you an understanding of HOW archaeology works. How do archaeologists reconstruct the past and explain human behavior and cultural change in the remote and recent past?*

We hope that you will leave the course with enough background in archaeology to be able to appreciate the basic methods and theoretical approaches we use in studying the past.

- *To give you an appreciation of the major developments in the prehistory of humankind, from the earliest times right up to the advent of the first urban, literate civilizations some 5000 years ago, and beyond.*

The later course assignments are designed to cover major developments that are of broad interest to every educated person: the origins of humanity, the origins of modern humans and the peopling of the globe by *Homo sapiens sapiens*, the origins of agriculture and animal domestication, and the emergence of state-organized societies.

- *To give you an understanding of the origins and nature of human biological and cultural diversity in the past, and of its relevance to contemporary society.*

We live in an increasingly diverse industrial society, where you come into daily contact with people of widely different cultural backgrounds, from many different societies. In what ways are humans different, and in what ways similar? We should all think about human diversity and its implications. Archaeology provides unique perceptions of biological and cultural diversity that are of fundamental importance to all of us.

- *To give you a briefing on the role of archaeology in the modern world and on its social and intellectual significance in present-day society.*

This may seem like an unconventional goal in a college course, but it is of overriding importance. Archaeology is almost unique among academic disciplines in that its archives—archaeological sites—are destroyed when they are excavated scientifically or otherwise. Once destroyed, the evidence is gone for ever. Thus, the preservation of sites is of overwhelming importance. Unfortunately, however, thousands of them are being destroyed every year. Strip mining, deep plowing, urban development, the activities of pothunters and vandals—all contribute to this destruction.

Much of human history lies under our feet, yet we destroy it uncaringly. How can we stem this destruction? How does one live responsibly with the past? What should you do if you find a site or artifact? What are the ethics of archaeology and everyone's responsibilities to the past? These are issues of fundamental importance to us all.

- *Lastly, and perhaps most important of all, we want to teach you HOW to think about archaeology.*

Let us make a clear distinction here. We want to teach you HOW to think about archaeology, not WHAT to think about archaeology. This is a course about thought processes, about logical thinking,

weighing scientific evidence, and fundamental theoretical approaches to the study of the past. We believe that these thought processes, how to think about the past, are of fundamental importance to all of us.

Why Study Archaeology?

Which brings us to the most fundamental question of all: what is the point of studying archaeology at all? What will I gain from a course on archaeology?

This course is what you make it, an intellectual experience concerned with the past. We aim to excite you about human prehistory, about archaeology, to expose you to new ways of thinking about human behavior. We want to bring the past alive in all its fascinating diversity. But, above all, we think archaeology is important because it gives you an intellectual basis for living in an increasingly diverse twentieth century, and an appreciation of the great variety of cultures and cultural values that you are likely to be exposed to in the years that lie ahead.

We hope you will gain an understanding of some of the basic commonalities that link human beings into a vast, global community, and of the fundamental ways in which we are different, and, more importantly, in which we are similar.

We hope the legacy of this course will be a lasting perspective on humanity that will be part of your basic knowledge for life.

Course Organization

How are we going to achieve these five basic objectives? We are not, of course, going to separate them one from another during the nine assignments that follow. Rather, they will be coherent, implicit themes throughout the course. As you know, you are required to produce papers based on this Study Guide as your course work. One of the questions for your papers is for you to evaluate what you have learned in the context of the five objectives.

Anthro. 3 is organized into two unequal halves:

- **THREE ASSIGNMENTS** cover the basics of archaeological method and theory.

They culminate in a computer-driven exercise in which you are sent into the field to look for sites in the Valley of Mexico.

- **SIX ASSIGNMENTS** describe and analyze world prehistory from the origins of humanity up to the emergence of the first civilizations.

Each assignment covers a different broad topic, listed on the Contents page. For more information on a specific assignment, please turn to the beginning statement and objectives for that assignment.

Before starting on the course itself, it's important that you understand our pedagogical philosophy, the thinking behind how this course is taught. So please read on ...

Pedagogical Philosophy

Although this course has instructors, they are not in the classroom or on e-mail to teach you archaeology. This course is an exercise in LEARNING. Our role as instructors is not to teach you, but to assist you in a ten-week *learning experience*.

The fundamental question you should ask yourself throughout
this course is a simple one:

WHAT AM I LEARNING AND WHY?

We in our turn, ask a related question:

ARE OUR STUDENTS LEARNING EFFECTIVELY AND ENJOYABLY?

Think of this course as a **TEAM EXERCISE IN LEARNING**.

The entire course is based on this fundamental premise.

In a conventional lower division course, you attend three lectures a week, go to a weekly section with a Teaching Assistant, and read on your own. There is a midterm and a final, perhaps a paper as well. This course bears little or no resemblance to the conventional lecture/section format you are familiar with. Anthropology 3 has but one lecture a week, places a great deal of emphasis on sections, and gives you the responsibility of learning for yourself, at your own speed, and in your own time. There are no midterms or finals. Instead, you have to complete papers and exercises based on this Study Guide, which exercise your individual skills, and participate in several group projects that test your ability to problem solve with others.

There's another basic premise behind Anthropology 3. We want your experience of archaeology to be a *lasting* intellectual legacy, something that becomes part of your knowledge-for-life. So we have designed the course not only as an introduction to archaeology, and as a way of refining useful basic skills such as writing and critical evaluation, but as a way for you to gain access to the subject in the future, through recommended readings, and other materials. In other words, this course is about the old *Whole Earth Catalog* maxim: "Access to Tools"...

FACILITIES

In this course, you "go to class" not just in lecture halls, but in a variety of learning settings. Once a week, we will assemble in a large lecture room for the weekly lecture. Once a week, too, you go to your section in the classroom assigned in the Schedule of Classes.

In recent years, we have made more and more use of the World Wide Web, to the point that you can now access most of the learning materials from your own computer in your apartment or residence hall. We have even had students go through the exercises from as far away as Florida, when called away by a family emergency! This course is as much an experience in distance learning as it is in face-to-face encounters with instructors.

You can do a lot of your work via the Internet, but also have access to the new Advanced Technology and Collaborative Learning Lab in Kerr Hall, complete with state-of-the-art computers and high speed network access. The Advanced Technology and Collaborative Learning Lab serves as the Anthropology 3 Learning Center whenever the course is running.

The Learning Center is available to all of us at the hours given in the course information sheet. In the Learning Center you will find the latest model Macintosh and Windows PC computers which you can use to access the web-based computer exercises. Although both platforms are available and configured similarly, we strongly encourage you to use the PowerMacs and the iMac, as the courseware is optimized for the Mac operating system. You may also use the Learning Center to meet with your fellow classmates to discuss course material, or to meet with the instructors.

RESOURCES FOR LEARNING

Anthropology 3 can be likened to a harmonious symphony—of learning experiences. Instead of lockstepping you into a series of lectures, review sessions, sections, and readings, we move you from one learning medium to another depending on which is the most effective for the learning task at hand.

The “symphony” is made up of the following elements:

COURSE STUDY GUIDE

This Guide —you are reading it now—is exactly that: a guide to Anthropology 3. Think of it as a signpost through the many learning experiences that lie ahead of you. If you follow the directions in its pages, you should never get lost, never be mystified as to what to do next. This is the “glue” for the course, the conductor for the orchestra of learning aids that make up the course.

Most of the course work involves individual study, either in the Study Guide, or in assigned texts, or through using the Web assignments.

The Study Guide signposts you through the independent study. Every assignment begins with a lecture, and in the Guide. From there, we steer you to readings in, or away from, the Guide, to the computer, or to solve a problem. The Guide is very simple to use, but again we warn you that it is an INTERACTIVE document, one that requires you to react to the material, to write, answer questions, to express opinions.

For ease of use, each assignment in the Guide is divided into two parts: the actual lockstep instructions for proceeding through the assignment, and an Anthology Section, which contains the readings for the assignment over and above those in the texts. The Anthology Section also includes background briefings for some of the more elaborate Web exercises.

The Study Guide is loose-leafed with a cover sheet, punched so that you can put it into a binder and interleaf it with plain pages.

LECTURES

There are only two lectures a week in this course. These are the only occasions when the course as a whole gets together for joint sessions. The course is made up of nine assignments, each equivalent to a week's work, each with two lectures (unless otherwise specified in advance). The lectures are of vital importance, and YOU MUST ATTEND ALL OF THEM.

- The first lecture of the week summarizes what lies ahead in the assignment that begins with it. Each presents specific topics where slides and other visuals are of special value and potential impact—like, for example, excavations at Olduvai Gorge. This first talk also provides general intellectual cement and broad commentary on the topics covered by the course. We also try to motivate and entertain you, while introducing you to the fascinating world of archaeology and the remote past. (Yes, we consider entertainment a vital component in any beginning course on archaeology!)

- The second lecture covers highly specific topics related to the subject matter of the week in more detail, like, for example, settlement archaeology or the implications of dating methods. It provides important background information on subject matter addressed in Web-based problems or in the weekly section.

The lectures are designed to give everyone in Anthropology 3 a sense of community, also a chance to learn the broad themes of archaeology and to study some important issues in more depth.

Please note that the placement of the second lecture in the Study Guide is at the beginning of the assignment, immediately after the first lecture. This placement is purely for your convenience. You should of course, go to them on the assigned day.

READINGS

There is a lot of reading in Anthro 3. But the readings are somewhat different than they are in a conventional course. This is not a course where you read yards and yards of text, where you have to wade through irrelevant material to decide what you need to learn for an examination. Our readings are highly specific, down to the page, even the paragraph, designed to give you the raw material for writing evaluations, syntheses, and essays in your journal. The readings come in two forms:

- *In the Study Guide. Typically, these are briefer readings which require only a few minutes to peruse and analyze. In these cases, we don't want to move you out of the Guide, as it will interrupt the flow of logical progression and learning. Many of these readings give the context for work that lies immediately ahead, and are unavailable in text books. Some of them are updates of the textbooks.*
- *In assigned texts. There are two texts for this course, which we do not require you to read from cover to cover. If you want to save time, follow our assigned reading instructions precisely. Of course you are welcome to read more if you wish, but you may confuse yourself unduly..*

The readings are a cumulative exercise, a collection of archaeological writings that are a tapestry of the subject matter of the course. Do not consider them in isolation; they are an integral part of your learning experience. In every case, the Study Guide tells you what you should do with each reading.

THE WORLD WIDE WEB

If you haven't entered the wonderful world of the World Wide Web, now's the moment: the Web, and Netscape software are central learning devices in Anthropology 3. We prefer you use Netscape: the browser works best with our scripts. We use the computer for two purposes:

- *To provide you with interactive learning experiences involving problem solving. These are closely keyed to the instructional sequence of each assignment. In other words, the Study Guide tells you when to go to the computer, as part of the learning sequence for each assignment.*
- *At the same time, it provides you with basic data related to the course content, data related to the group projects you undertake with your fellow section members (see below), The computer software for Anthropology 3 is available only on our course Webspaces.*

We believe that user-friendly computers are important, indeed fundamental learning tools, far more effective than the more simplistic pedagogical devices of yesteryear. It is for this reason that they occupy a central place in Anthropology 3. Do not be intimidated if you have not used a computer before. We will orient you the first time you sit down at the keyboard—by the end of the course you will be literate with the Web even if you have not used it before.

If you want to familiarize yourself with the computers and with the Web software that we will be using, you can either do so now, or wait until the requisite moment in Assignment 1. To find the materials, either use your own computer or go to the Advanced Technology Laboratory in Kerr Learning Center, launch Netscape, then go to the URL for the Course Webspaces (on the cover of this Guide and the Course Information Sheet). You are then ready to work through Assignment 1. The staff will be glad to help you. It only takes a few minutes to find your way around both the computer and the Web space.

When we first developed this course, we found that everyone relied on the machines in the Learning Center. In the past five years, more and more people have accessed the course materials from remote locations. We strongly encourage you to do this if you have Web access on your own computer.

We have also found that most people are now familiar with basic computer use, so the Macintosh Orientation, available in the Learning Center, is less used than in earlier years. However, if you need more information, see the section below under "Using the Study Guide and Courseware."

SECTIONS AND TEACHING ASSISTANTS

Sections in this course are very different from those in other lower division courses. They are run like true seminars, as a means of close interaction between student and teaching assistant. Anthropology 3's TAs occupy an important role in this course, for they are the resource that makes the section a memorable experience. Sections are used for:

- *Discussing each week's work, and for dealing with specific learning problems you may have. They are partly question and answer sessions. Be prepared!*
- *Working on the group projects that you have to complete in collaboration with other people in your section (see below under "Work expected of you")*

Teaching Assistants are:

- *Discussion and project leaders, who lead sections and coordinate your work.*
- *Individual counselors and helpers, who will work with you alone if you wish. They have office hours for this purpose, or you can make an appointment.*

INSTRUCTOR

Lastly the instructor. As your professor, I am as much a learning resource as a book, the Study Guide, or a lecture. Please use me to answer questions, give advice, whatever. You can consult me at any time, following the instructions in the Course Information Sheet.

You can always call me and find out when I will be there. Or, best of all, use e-mail: brian@brianfagan.com. I monitor this about three times a day.

Please remember that Anthropology 3 is a learning experience, where both instructors and students learn together. We are not in an adversarial position. We are in a partnership.

Work Expected of You

And now the Awful Truth—the work expected of you in this course.

There are no midterms or finals in Anthropology 3. Instead, you are expected to complete a series of individual and joint projects, exercises, and papers through the course.

The work expected of you on a weekly and less frequent basis is listed at the beginning of each of the Course Assignments (see Table of Contents) in the Study Guide under “Checklist of Work Required” at the beginning of each assignment.

More specifically, and in general terms, you are required to submit:

1. Your work resulting from exercises on the computer. These are to be delivered to your TAs in section on the dates specified in the Assignments,
2. Write 2–3 page synthesis papers, due as indicated in the Assignments, but basically every 2 weeks.

For details, see Course Information Sheet.

Some Comments on Paper Writing

Papers must be typed, double-spaced, with your name on the top page. Please make sure you keep a copy or a backup.

Style, spelling, and grammar are important and will be considered as part of the evaluation of your work.

Please note that your papers are to be based on the lectures, reading and other learning materials, and are to be synthetic and evaluative. What these terms imply is a thoughtful summary of the topic. Specifically...

Synthesis comes from the Greek words meaning “pull together.” Your lecture, reading, and other learning materials will provide you with a jumble of topics and subject matters, some synthesized, others floating. Your task is to pull this material together into a coherent order. Please realize that your notion of what is the “correct” synthesis of this material will differ radically from the next person’s. There is no such thing as the right answer to this course. Your synthesis is an individual description, a pulling together, and an evaluation of the material.

Analysis or Assessment is interchangeable with *evaluation*. All these words mean that you must make substantive, well reasoned judgments. Is this an effective argument? Does this theory fit existing evidence presented in the readings? What alternative hypotheses can be supported by this data? Does this material mesh with your own developing ideas about, say, human origins? To make assessments or evaluations, you have to ask questions of the material. Throughout this course—ASK QUESTIONS AND GIVE EVALUATIVE ASSESSMENTS. Thus, questions can be about the material, be personal, or be the result of discussion with others . . . It is up to you.

The essence of your papers is *considered evaluations*.

WRITING

Writing is a HABIT! The best way to complete your papers is to allocate half an hour a day, at a fixed time, when you work on them. You will be truly amazed just how quickly and smoothly writing well will become a habit. The same applies to the Web exercises. Make it a habit to go to the computer. It will go slowly at first, but everything will pick up rapidly after a few hours at the keyboard. Cultivate the habit of having a dictionary close to hand, and of looking up problem words. Your spelling will improve dramatically. The Appendix to this Study Guide contains invaluable hints on paper writing written by a former Anthro. 3 TA. Digest these words to the wise: they help a lot!

FINAL COMMENT

Let us stress that your papers are personal documents, NOT an examination where there is a correct answer, which is rewarded with a meaningless grade. The idea of the course is to give you a chance to develop your writing and communication skills, your ability to solve problems, and work alone and with others. We also hope that you will develop your personal thinking about archaeology and the human past, about human diversity.

Details of grading procedures and deadlines are given in the Course Information Sheet, handed out on the first day of class.

Group Projects

Several of the Web exercises require you to work with a small group of fellow course members. For instance, you are sent on an archaeological survey to the Valley of Mexico. Using the computer, you and your team members conduct a site survey with a finite budget and report on the results of your work to your Discussion Section. Since the data base of sites is vast, and the search combinations almost open-ended, you can see that each report will be different.

Your TA will assign you to a group for a specific problem, and you will find that we have one of these group projects running almost continuously after the third week of the course.

You will be including your reports in your study guide. The group projects are a wonderful way of obtaining a real understanding of how archaeologists work in the field and interpret the past. They also give you a break from working on your own and a chance to meet other people in Anthro. 3.

I hope that this introduction has given you some insights into the philosophy and learning strategies used in this course. If you have any questions, do please e-mail me or please bring them to your first section meeting.

All of us instructors look forward to meeting you.

**IF YOU ARE READY TO BEGIN WORK, PLEASE READ
"USING THE STUDY GUIDE," THEN START ASSIGNMENT 1.
GOOD LUCK!**

Using the Study Guide and Courseware

This is where you start serious work, and here are the instructions for using the Study Guide and our Web-based materials . . .

The Study Guide is divided into nine assignments, and there is a separate chapter for each assignment. Each begins with a summary and a set of objectives. We also provide a checklist of the work required in the assignment. Read these before starting work, to get an idea what the assignment is about.

With the exception of Assignment One, each assignment’s work starts with a lecture, and the instructions and guidelines for that lecture appear directly after the objectives. So start the assignment’s work by going to the lecture. Then follow the Study Guide, which is your signpost through the course, the medium by which we direct you to different learning media.

You’ll notice a series of icons in the left margin of the Guide. The left margin is very important, for it is the signpost. You can scan your way down it and follow a path through the assignment by heeding what the icons tell you. These signs point you toward different learning media.

They will soon become familiar companions, and are as follows:

OBJECTIVES



STUDY GUIDE



CHECK LIST OR WORK REQUIRED



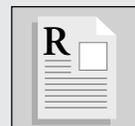
VIDEOCLIP

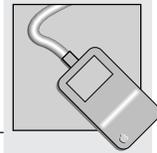


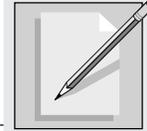
LECTURE



READING



WEB EXERCISE


SYNTHESIS ESSAY


**RESPONSE REQUIRED OF YOU—
YOU HAVE WRITTEN WORK TO COMPLETE**


The horizontal lines across the page delineate one major subject matter from another. The margin icons or specific instructions tell you what to do next.

Instructions in the guide tell you when to write essays.

The Anthology Section at the end of each assignment contains the readings for that week which are not in the course texts. We keep these separately to make it easier for you to find your way through the sequence of learning. Each reading is cross-referenced to its correct place in the assignment.

Computers and the Web

Using Kerr Hall Center Computers (or if you have never used a computer)

Before starting Assignment 1, you should familiarize yourself with the Macintosh computer environment (if you are using the Kerr Hall machines and not your own to access the Web), and with the operation of the Web Space and software. Here are some further instructions:

1. If you have never worked with the Macintosh before, you should start by working through Lessons 1 through 4,5-1, and 6-1 through 6-3 of the Macintosh Tutorial. The Tutorial is on the desktop of each computer in the Kerr Hall Center. The Kerr Hall staff will be glad to assist you. Once you have completed the Tutorial, or if you are already familiar with basic Macintosh operations, proceed to the next step.
2. Software Orientation in the Kerr Hall Laboratory. Once the computer is on, launch Netscape and log into the Anthropology 3 Web Space.

Follow the instructions on-screen to log in and jump to the Main Page. Sit back and have fun...

Using Another Computer

Since all of the computer exercises in the course are available via the Web, you can access them from any of the various computer labs on campus, from the dorms, and from home if you have dial-up access to the Internet. If you are going to regularly access the materials from computers outside the Learning Center, be aware that there are specific software requirements in order to successfully access the course webspace.

First you must be using either Netscape Navigator or Communicator 4.x or Microsoft Internet Explorer 4.x or higher. The software is optimized for Netscape, so if you have a choice of web browser always choose Netscape. The course web pages make extensive use of QuickTime™ for animations as well as Macromedia Shockwave™ for Director for simulations. You must have both the QuickTime and Shockwave plug-ins installed in order to work with the course software. The QuickTime plug-in is installed automatically with Netscape. The Shockwave plug-in is available for download from Macromedia's web site (<http://www.macromedia.com/>)

To navigate to the Anthropology 3 Web Space, simply type our URL: <http://archserve.id.ucsb.edu/Anth3/> into the location field at the top of the Netscape Window. Then hit the Return or Enter key. Then the full array of Anthro. 3's offerings will unfold before your eyes!

