Date: 31 January 2014

To: Academic Policy Committee, CAS

From: Department of Archaeology faculty (contact person: Professor Curtis Runnels)

Re: Addition of Courses to satisfy Humanities and Social Sciences Divisional Studies Requirements in Archaeology

Cc: Professor Susan Jackson, Senior Associate Dean for Undergraduate Education, CAS

The Department of Archaeology proposes to add nine courses to the list of courses that will satisfy Divisional Studies requirements: four courses in Humanities and five courses in Social Sciences. Below please find the current course list from the CAS website. The next list has the courses we propose to add; courses from the current list are marked there with an asterisk. We will offer these courses annually or bi-annually. The faculty of the Department of Archaeology considered and approved this proposal in a meeting on 29 January 2014.

There are a number of reasons for adding these courses. In the years since the original list of courses was approved by the APC, the Department of Archaeology has undergone many changes, as has the discipline of archaeology as a whole. Many faculty members have retired or left BU since the list was created, and new faculty have joined the department and have created courses that reflect the changing direction of research in the field. The present list involves too few of our faculty in this endeavor. We believe that new courses taught by our new faculty should be added to the existing list of Divisional Studies requirements as they will provide more choices for students, an expanded view of the emerging discipline of archaeology, and will, not incidentally, help boost our enrollments. The courses we wish to offer under Social Sciences involve cross-cultural comparison, focus on broad questions such as urbanism, economy, politics, and other lines typically associated with the social sciences, including Anthropology and Sociology. The courses recommended for Humanities survey the methods and theory used by all archaeologists, focus on specific culture areas and culture history, and incorporate significant primary source documents, art, iconography, and other evidence commonly employed in the humanities. Justifications for individual courses are found below, and a syllabus for each of the proposed courses can be found in the attachment.
Current List of Archaeology Courses on the CAS Web Site

CAS AR 100 Great Discoveries in Archaeology (HU)
CAS AR 101 Introduction to Archaeology (SS)
CAS AR 200 Heritage Matters: Introduction to Heritage Management (SS)
CAS AR 205 Origins of Civilization (SS)
CAS AR 230 Introduction to Greek & Roman Archaeology (HU)
CAS AR 232 Archaeology of Ancient Egypt (HU)

Proposed List of Archaeology Courses (previously approved courses marked with an *)

Humanities

AR 100* Great Discoveries in Archaeology
AR 202 Archaeological Mysteries: Pseudoscience and Fallacy in the Human Past
AR 208 Lost Languages and Decipherments
AR 230* Introduction to Greek and Roman Archaeology
AR 232* Archaeology of Ancient Egypt
AR 240 The Archaeology of Ancient China
AR 251 Ancient Maya Civilization

Social Sciences

AR 101* Introduction to Archaeology
AR 200* Heritage Matters: introduction to Heritage Management
AR 201 Americas Before Columbus
AR 205* Origins of Civilization
AR 250 The Aztecs, Maya, and Their Predecessors: Archaeology of Mesoamerica
AR 280 Feasting and Drinking in the Ancient World
AR 283 North American Archaeology
AR 290 Human Impacts on Ancient Environments

Justifications for the Proposed Courses

AR 201 Americas Before Columbus (SS) is explicitly comparative and cross-cultural across the Western Hemisphere, and is thematically organized around social science issues such as subsistence patterns, economic exchange, political evolution, urbanism, etc.

AR 202 Archaeological Mysteries (HU) is comparative and uses case studies about “fantastic” or “mysterious” truth claims (e.g., that Atlantis exists) to determine their plausibility. The course focuses on the methods of reasoning used by archaeologists to interpret the past and provides an essential experience in using logic and evidence.
AR 208 *Lost Languages and Decipherments* (HU) focuses on the emergence and evolution of writing systems worldwide with a special focus on early civilizations. Linguistic methods and comparisons are used to investigate the advent and evolution of writing, the relationships between thought, language, and writing; demic and linguistic diffusion; the death of writing systems; the rediscovery of lost languages and their decipherment.

AR 240 *The Archaeology of Ancient China* (HU) explores the major themes in Chinese archaeology as well as broader topics such as the interplay between nationalism and archaeology in China, cultural heritage management issues, the antiquities trade, and archaeology as a tool in Asian territorial politics.

AR 250 *The Aztecs, Maya, and Their Predecessors* (SS) takes a comparative, analytical approach to interpreting ancient Mesoamerican cultures from an explicitly social science perspective, focusing on themes such as the origins of agriculture, political evolution, social organization, economics, and religion.

AR 251 *Ancient Maya Civilization* (HU) focuses specifically on the Maya culture region with content emphasizing culture history, art and architecture, and epigraphy.

AR 280 *Eating and Drinking in the Ancient World* (SS) takes a comparative perspective to explore how human groups have gathered, domesticated, modified, ritualized, and acculturated food across the world since the origin of our species.

AR 283 *North American Archaeology* (SS) is organized around broad social science themes (human migration, economic and social change, ethics, etc.) and looks at both past and present people.

AR 290 *Human Impacts on Ancient Environments* (SS) takes a global perspective to address theoretical and practical issues in both past and present human-environmental interactions.
Course Overview
When Europeans arrived to the Americas five centuries ago they encountered an imperial road system in the Andes to rival ancient Rome’s; bustling cities and marketplaces in Mesoamerica larger than those of contemporary European capitals; and systems of government in eastern North America that early colonists equated with incipient notions of freedom in a New World. Yet contemporary Americans know remarkably little about the early history of the Americas. This course provides an introduction to the builders of these civilizations and to comparative analysis of the pre-Columbian past. Course topics progress chronologically (first migrants, early farmers, urbanization, empires) as well as comparatively (trade and cultural exchange, households and daily life, ritual and religion), so that students can better appreciate the similarities, differences, and interrelations between varied peoples and regions.

Student Learning Outcomes
At the conclusion of this course, students will have developed a foundational understanding of the pre-Columbian Americas including its geographic and cultural diversity, the similarities and differences between lifeways and cultural-evolutionary trajectories, and the native legacies that shaped, and continue to shape, the character of the Americas.

By the end of this course you should be able to:
• Describe the ecological diversity over time and space of pre-Columbian cultures.
• Evaluate objectively the reliability of information on American archaeology you encounter in print, on the web, or on TV.
• Describe and explain the diversity of opinion apparent in a contemporary archaeological controversy.
• Detect and describe the key features of certain pre-Columbian cultures that set it apart as a distinct culture as well as those that were widely shared across the Americas.
• Distinguish alternative archaeological propositions that are not mutually exclusive from those that are.
• Identify stakeholders in archaeological controversies within the Americas.
• Participate as an informed citizen in decision making about archaeological and historic preservation.

Course Structure and Expectations
The course combines lectures and discussion sessions structured around particular topics of debate and comparison in Americanist archaeology.
• You will prepare short (2 page) response papers prior to five of these discussion sessions.
• You are expected to actively participate in all discussion sessions and to lead one discussion session during the semester with a smaller group of classmates.
• Exams are multiple-choice and short-answer format, and are based on lectures, sections, and course readings. The terms and concepts listed on the first slide of each lecture and the questions at the end of each chapter in the text and CD-ROM should guide your studying, as exams will be built around them.
• If you know you will be unable to make an exam you must contact Professor Carballo at least a week prior with a valid excuse to reschedule.
Grading
Final grades will follow the distribution and designations listed below:
Midterm Exam 25%
Final Exam 35%
Response Papers 25% (5% each)
Participation 10%
Leading Discussion 5%

Texts
Books for Purchase at the BU Bookstore
Coe, Michael D. and Rex Koontz
2008 Mexico: From the Olmecs to the Aztecs. Thames and Hudson, New York.

Milner, George R.

Moseley, Michael E.

Suggested but Optional
Mann, Charles C.

Additional readings are posted on Blackboard and listed on Page 5.

Academic Integrity
Academic integrity is expected of all students. Please familiarize yourself with the University's policies for academic integrity and academic misconduct: http://www.bu.edu/academics/resources/academic-conduct-code/.

Students with Disabilities
If you are registered with the Office of Disability Services, please make an appointment as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 353-3658 or visit the office on 19 Deerfield Street to register for services.
Weekly Outline

1. The diverse peoples and places of the Americas
Topics: Geographical and cultural settings of the ancient Americas; contemporary native peoples; brief history of scholarship.

Reading: Milner Ch. 1; Coe and Koontz Ch. 1; Moseley Ch. 2
Activities: Lectures

2. Initial peopling of the Americas
Topics: When and from where did people come? Separating facts from fictions; Clovis/pre-Clovis; Pacific/Atlantic routes; contemporary relevance of these debates.

Reading: Milner Ch. 2; Moseley Ch. 4; Balter 2012; Runnels and Hammond 2012
Activities: Lecture, response paper & discussion (theme: debates on first Americans)

3. Agriculture and first villages in comparative perspective
Topics: Relationships between agriculture and sedentism; theories of domestication; American contributions to contemporary diets; social institutions of early villages.

Reading: Coe and Koontz Ch. 3-4; Milner Ch. 3; Moseley Ch. 5
Activities: Lectures

4. Early civilizations of Mesoamerica and South America: Olmec and Chavin
Topics: Defining “civilization”; early shared style horizons; social inequality; early religion.

Reading: Coe and Koontz Ch. 5; Moseley Ch. 6
Activities: Lectures

5. Early civilization of North America: Hopewell and Chaco
Topics: Hopewell trade and cultural exchange; early Puebloan society and the Chaco phenomenon.

Reading: Milner Ch. 4-5
Activities: Lecture, response paper & discussion (theme: comparative early civilization and cultural exchange)

6. Cahokia and the Mississippian world
Topics: America’s forgotten city? Urbanism; Cahokia’s political economy; other Mississippian centers.

Reading: Milner Ch. 6
Activities: Lecture, Midterm Exam
7. Urbanism in Mesoamerica: Teotihuacan and the Maya
Topics: Urban life in Teotihuacan; Teotihuacan-Maya relations; Classic Maya civilization and the “collapse.”

Reading: Coe and Koontz Ch. 6-7; Satrnno et al. 2012
Activities: Lectures

8. Urbanism in the Andes: Tiwanaku and the Moche
Topics: Urban organization in early Andes; state formation and political expansion.

Reading: Moseley Ch. 7-8
Activities: Lecture, response paper & discussion (theme: comparative urbanism)

9. The Aztec Empire
Topics: Aztec migrations and mytho-history; Aztec religion; Tenochtitlan, the Triple Alliance and its contemporaries.

Reading: Coe and Koontz Ch. 8, Ch. 9-10 (pp. 182-197)
Activities: Lectures

10. The Inka Empire
Topics: Inka mytho-history; Cuzco and Machu Picchu; imperial strategies.

Reading: Moseley Introduction, Ch. 9
Activities: Lectures

11. Long-distance cultural contact and exchange within the Americas
Topics: Diffusion and independent invention; trade and contacts between major regions of the Americas.

Reading: Moseley Ch. 5 (pp. 70-85); Carballo 2012
Activities: Lecture, response paper & discussion (theme: trade and imperial expansion)

12. Comparative perspectives on households and daily life
Topics: Kinship and domestic organization; household economies and rituals.

Reading: Milner Ch. 7; Coe and Koontz Ch. 10 (pp. 197-203); Moseley Ch. 3 (pp. 51-70)
Activities: Lecture & discussion

13. Comparative perspectives on ritual and religion
Topics: Pan-American religious concepts; religion, violence, and social inequality.

Reading: Coe and Koontz Ch. 10. (pp. 203-224)
Activities: Lecture & discussion

14. Comparative perspectives on cultural and political evolution
Topics: Ecological and historical explanation; axes of social complexity.

Reading: Smith et al. 2012; Redmond and Spencer 2012
Activities: Lecture & discussion

15. Conquistadors, early contacts, syncretism, and native resilience
Topics: Early European exploration and colonialism; native legacies in the Americas.

Reading: Milner Ch. 8; Coe and Koontz Epilogue
Activities: Lecture, response paper & discussion (theme: syncretism and native legacies)

Finals Week: Final Exam

Bibliography

Balter, Michael

Carballo, David M.

Coe, Michael D. and Rex Koontz
2008 *Mexico: From the Olmecs to the Aztecs*. Thames and Hudson, New York.

Runnels, Curtis, and Hammond, Norman

Saturno, William A. Saturno, David Stuart, Anthony F. Aveni, and Franco Rossi

Smith, Michael E., Gary M. Feinman, Robert D. Drennan, Timothy Earle, and Ian Morris

Milner, George R.

Moseley, Michael E.

Redmond, Elsa M., and Charles S. Spencer
Many extraordinary claims are being made today concerning ancient history. Sometimes these claims can be entertaining, and often they are only harmless speculations. For example, the recent interest in the Maya Apocalypse was certainly entertaining at times, but it could have caused real harm if people had believed in the predictions and wasted resources preparing for it. And despite the failure of the Maya Apocalypse to materialize, self-proclaimed “alternative archaeologists” continue to spread their beliefs widely through all forms of media. Many of these alternative archaeologists claim that professional archaeologists are colluding to conceal evidence of everything from Bigfoot and UFOs, to giant humanoid sculptures on Mars, “proof” of the existence of the lost continent of Atlantis, and visitations in ancient times by aliens from other planets. Alternative archaeologists claim that the true history of the human past is being concealed for vaguely sinister purposes as part of a “conspiracy of silence.” They argue that the archaeological “establishment” has entered into this conspiracy because “mainstream” archaeologists do not want the public to know about the amazing, incredible, and fantastic human history that is being brought to light by zealous amateurs like themselves. Although rarely explaining why mainstream archaeologists might choose to conceal these fantastic findings, alternative archaeologists argue that the amateurs (i.e. themselves) are making great discoveries precisely because they are operating outside the realm of mainstream archaeology. Alternative archaeologists compare themselves with famous amateurs who have made great discoveries, arguing that the discovery of Troy by Heinrich Schliemann and Alfred Wegener’s theory of continental drift are examples of ideas scoffed at in the past but now supported by solid scientific evidence. On the basis of such shaky analogies, they argue that today’s fantastic claims about archaeological mysteries will be proven true eventually. As a consequence, there is a common theme to these claims, namely that the conventional archaeological explanations of the past found in textbooks and the public media are wrong.

Are they? While professional archaeologists have addressed these claims and denied that there is any “cover up,” a skeptical public evidently prefers alternative explanations and conspiracy theories. It is not an exaggeration to say that alternative archaeologists and their intriguing claims are gaining public interest and support. This is a dangerous development that could lead to the substitution of pseudoscience or real scientific information about the human past. But how does one distinguish between an “alternative” claim and a claim made by a professional archaeologist? It isn’t always easy. But there is a way. Scientists, including professional archaeologists, distinguish all attempts to explain natural phenomena from astronomy to zoology as “truth claims” that can be evaluated using the scientific method. Truth claims by professional and alternative archaeologists may be similar and may use the same data, but different
methods are used to evaluate the claims. I believe that truth claims should be evaluated using only one method, namely the so-called “scientific method,” arguably the only way to a correct understanding of the natural world. But what is the scientific method? How does it work? What constitutes “evidence” in a scientific argument? What does one expect to find in a verifiable truth claim? To address these questions, we examine the basic elements of the scientific method and evaluate case studies of extraordinary or paranormal alternative archaeological “discoveries.” The purpose is to provide direct experience of the proper analysis of any proposed truth claim about the human past. It is my contention that it is essential for every educated person to learn to evaluate truth claims, no matter what the source. This experience will give you the power to do this, and you will be able to better evaluate almost any truth claim, whether it is made in archaeology, advertising, or as part of a political campaign.

**Assigned Readings**

There is one textbook for this course: Kenneth Feder, *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology* (7th edition, 2011). Other readings are listed under the weekly schedule of topics, and are on reserve in the Stone Science Library, 675 Commonwealth Avenue, 4th floor.


Alice Beck Kehoe, 2008, *Controversies in Archaeology*

Carl Sagan, 1995, *The Demon-Haunted World: Science as a Candle in the Dark*


One can find large numbers of websites that deal with alternative archaeology. Some are created by scientists and opponents of alternative explanations, while others are hosted by supporters of mysteries and fantastic archaeology. A considerable degree of skepticism and caution should be exercised when you read anything on the Internet. The key is to look for evidence of outside, independent, and objective peer review by trained, credentialed, professional archaeologists. Evidence for peer review does not prove that the truth claim is any good, but the absence of such review is a good reason to be skeptical. One website ([www.csiscop.org](http://www.csiscop.org)) is hosted by the Committee for the Scientific Investigation of Claims of the Paranormal (CSICP). It was founded by scientists more than 30 years ago to combat pseudoscientific claims in the media. Another good site is hosted by the Archaeological Institute of America ([www.archaeological.org](http://www.archaeological.org)), and it covers many alternative claims, often with responses from professional archaeologists. The *Archaeology Magazine* site ([www.archaeology.org](http://www.archaeology.org)) is also good.

**Assignments and Grading**

Your grade will be based on six written assignments and one midterm exam (20%). The written assignments include four 2-page essays (10% each) and two 5-page papers (20% each). The assignments will be come up about every other week, beginning with Week 3. The last paper will be due on Tuesday, 30 April. There is no final examination. Class attendance and participation will be used to adjust the final grade as needed.

The structure of the essays and papers must follow the format of the Quick Start Guide found in the textbook by Kenneth Feder, and use a formal citation system to give proper credit for your sources or supporting evidence. The best format for text citations in the text would be to use the same format as in the textbook. Essays turned in late will
be reduced by one half-grade step for each day. Grading of the essays will be based on the quality and the logical clarity of the argument, the structure and organization of the text, the relevance of the topic to the course goals, and the correctness of the writing.

Plagiarism is the copying of the ideas and the writing of other people and passing them off as your own. It is plagiarism to copy any sentence, paragraph, or verbatim text from any book, article, newspaper, magazine, or website without attribution in a formal citation. Please see the BU Academic Conduct Code http://www.bu.edu/academics/ for a detailed explanation of plagiarism, and let me know if you have any questions about the proper way to use and cite sources. It is wrong to plagiarize and it could lead to a failing grade.

Schedule of Lectures and Topics


Week 2. Occam’s Razor. What is the difference between a scientific and a pseudoscientific explanation? How does one tell the difference? The scientific method uses logical reasoning, hypothesis testing, and physical evidence to understand and explain the natural world. It is based on skepticism and a demand for verifiable evidence. The key element of the scientific method is the application of Occam’s Razor. Case studies include Noah’s Ark and the Lost Ark of the Covenant.


Weeks 3-5. Public fascination with alternative explanations and conspiracy theories in archaeology often centers on the lost continent of Atlantis. Is there a basis for believing that Atlantis exists? Why is Atlantis so popular? All investigations of the Atlantis story begin with an examination of Plato’s Atlantis, but what did Plato know about Atlantis? Many Atlantologists and some professional archaeologists claim to have discovered the “true” location of lost Atlantis. Can a case be made for claiming that Atlantis has indeed been found?

Readings: Feder, Frauds, Myths, and Mysteries, chapter 8; Ronald Fritze, Invented Knowledge, chapter 1 “Atlantis: Mother of Pseudohistory.”

Week 6. The belief in “lost” prehistoric civilizations comparable with our own doesn’t stop with Atlantis. According to alternative archaeologists there were many of them that have somehow been overlooked by establishment archaeologists, even when the evidence was right before their eyes. Case studies: Churchward’s The Lost Continent of Mu; Hapgood’s Maps of the Ancient Sea Kings; and Prehistoric Pyramids in Bosnia.

Week 7. In the nineteenth century the Myth of the Moundbuilders claimed that America had been first settled by an unknown race of people who flourished before the coming of the American Indians and later European settlers. The idea that America was discovered by prehistoric explorers from the Old World before Columbus is alive and well today. It may be true in part, but the idea has also been abused. Case studies include Thor Heyerdahl and the Kon Tiki expedition, Gavin Menzies and 1421, Barry Fell’s American B.C., America’s Stonehenge, and L’Anse aux Meadows.

Readings: Feder, Frauds, Myths, and Mysteries, chapters 5-7; Fritze, Invented Knowledge, chapter 2, “Who’s on First? The Pseudohistory of the Discovery and Settlement of Ancient America.”

Week 8. “Thus Spake Erich von Däniken.” After Atlantis, the classic example of a truth claim that may be science or pseudoscience is the argument that ancient aliens from other planets are responsible for many of the great achievements of ancient civilizations like the Egyptians and the Inka. First popularized by the authors of Morning of the Magicians in the 1950s, the idea has been promoted since the 1970s by the Swiss writer Erich von Däniken.

Readings: Feder, Frauds, Myths, and Mysteries, chapter 9. See also episodes of the History Channel series “Ancient Aliens.”


Week 10. The belief in the visitation of the earth in the past by space aliens began in the Space Age about the time of the first documented UFO sightings. Unfortunately, this particular “mystery” is not an innocent game or simple entertainment. It is serious business. At the heart of it is a hard core of thought embodying ideas that have tangible consequences. We must look beyond the surface of pseudoarchaeological claims to identify the hidden agendas of their proponents and supporters. The case studies include the Nazca Lines of Peru and ancient “astronauts” among the Maya.

Readings: Ronald Fritze, Invented Knowledge, pp. 201-214; Erich von Däniken, Chariots of the Gods?

Week 11. Where do alternative archaeological ideas come from? What is the inspiration for wild speculations? One source is an ancient book by “Hermes Trismegistus,” which influenced folks from the Rosicrucians to the Masons. It is still felt today. The modern fascination with alternative archaeology, however, was given its present form with the publication of The Morning of the Magicians. What is in this book?


Week 12. Secrets of the Ancient World? How much did the ancients really know? Was Stonehenge a prehistoric computer using esoteric ancient scientific knowledge? Are there mysterious lines of power crisscrossing the globe? Who, or what, is making the crop circles in the English countryside? Does the Shroud of Turin reveal the existence of
amazing sources of power in ancient times? Is the Antikythera Device from Greece an extraterrestrial artifact providing evidence of contact with civilizations on other planets?

Readings: Feder, Frauds, Myths, and Mysteries, chapter 12; Alice Kehoe, Controversies in Archaeology, chapter 8, “What People Before Us Could Do: Earlier Technologies.”

**Week 13.** Egypt seems to attract pseudoarchaeologists and pyramididiots like flies. From the really weird Piazzi Smyth in the 19th century to Stargate, Egypt is the focus of almost constant speculation about lost ancient civilizations, esoteric ancient knowledge, and extraterrestrial contacts. Is there anything to this? Were Egyptian priests in possession of powerful knowledge and advanced technology? Do the Sphinx and the Great Pyramid at Giza conceal amazing secrets?

Readings: Feder, Frauds, Myths, and Mysteries, chapter 10.

**Week 14.** [Only one meeting this week due to a holiday; please see the official academic calendar for details]. The Underworld ‘discovered’ by the British popular writer Graham Hancock is popular amongst alternative archaeologists. Hancock claims to have found the evidence of an advanced civilization that existed in prehistoric times and that was drowned by rising sea levels at the end of the last Ice Age.


**Week 15.** Did the ancient “Gods,” or the mysterious peoples responsible for the monuments on the Giza plateau in Egypt, originate, or at least have direct contact, with a lost civilization on the planet Mars? Case studies are Graham Hancock, Mars Mystery and Richard Hoagland, A City on the Edge of Forever.


**Week 16.** Summary and Conclusions.
**AR 240**

**THE ARCHAEOLOGY OF ANCIENT CHINA**

Fall 2013, Boston University

**Course Meetings:** Tues, Thurs 2:00-3:20 pm  
**Classroom:** ICEAACH Library  
(see address below)

**Professor Robert E. Murowchick**  
E-mail: <remurow@bu.edu>  
Tel. (617) 358-8000 or 358-8006

**Office Hours:**  
T 3:45-5:15 p.m., W 9-10:30 a.m., or by appt

**Office:**  
International Center for East Asian Archaeology  
and Cultural History (ICEAACH) 650 Beacon  
St., 5th Fl., at the Kenmore Square “T” station

**COURSE WEBSITE:** BLACKBOARD LEARN

**COURSE DESCRIPTION:** More than a century of archaeological work in China has brought important new comparative data to the table of world archaeology. Surprising new archaeological finds continue to come to light every year, forcing us to constantly adjust our understanding of China’s past. This course introduces major themes in Chinese archaeology, from the Paleolithic (over one million years ago), through the origins of agriculture, the rise of social complexity, the formation and functioning of Bronze Age states, and the Qin imperial unification in 221 BC under the “First Emperor of China” (think terra-cotta soldiers). We will explore such questions as, Did “Peking Man” use fire some 450,000 years ago? Why did people invent pottery so early in China? How and why were rice and millet domesticated? What did early Chinese writing look like, and what was its purpose? Why did bronze metallurgy evolve with such sophistication in ancient China? A particular focus in the course will be on the acquisition and maintenance of political power and authority during the late Neolithic and Bronze Age, and we will look at how art, myth, and ritual may have played important social and political roles. When we do this, we will also make critical evaluations of current thinking and examine how archaeological, historical, epigraphic, and ethnographic data have been interpreted to reconstruct political, social, economic, religious, and technological contexts.

We will also explore China as a focal point for the intersection of political and nationalistic motivations in archaeology—from traditional Chinese historiography to the adoption of Western
“scientific” archaeology, to the growth of archaeology within a Marxist paradigm under a Communist state, and Chinese archaeology in the 21st century. How is China’s red-hot economic development affecting its approach to cultural heritage management? What are the effects of the massive Three Gorges Dam Project and other major development projects on our ability to understand and preserve China’s past? China and its neighbors represent one of the major battlegrounds in the war on archaeological site destruction, the international trade in illicit antiquities, and the ethics of commercial shipwreck “archaeology,” and this course will examine archeological heritage management efforts across the region that address these critical concerns.

This course is open to all interested students. There are no prerequisites and no prior knowledge of archaeology or Asia is assumed. However, students who have not taken AR100, AR101, or a similar introductory archaeology course may wish to read an archaeology textbook that covers basic terms and concepts (some excellent examples include T. Douglas Price and Gary Feinman, Images of the Past [7th ed. 2013, but any recent edition would be fine; Boston: McGraw-Hill], or T. Douglas Price and Brian Fagan, Archaeology: A Brief Introduction (any recent edition, Pearson Prentice Hall). The course material will be presented through lectures and discussions (student attendance and participation is required at both). All required readings, which average about 40 pages/week, are in English, and will be made available in the ICEAACH library and through the course website.

In addition to course lectures, students are encouraged to visit the Boston Museum of Fine Arts to view its ancient Chinese collection. If possible, we will try to arrange a class visit during the December Study Period at a time that can accommodate AR240 student schedules.

Requirements:
Students are expected to attend all lectures and discussions. If you find that you must miss a class due to illness or other unavoidable conflict, please let Prof. Murowchick know ahead of time, and plan to meet with him during office hours to ensure that you understand the content of the missed class.

Shortly after the start of the course, students will be given a brief map quiz (Sept. 17) to encourage an early familiarity with the political boundaries and major geographical features of China and its neighbors, to better understand the geographical setting of lecture and reading materials. The course has a midterm exam (Oct. 8) and a cumulative final exam (Dec. XX). These exams will cover material presented in the assigned readings, lectures, and discussions.

One research paper of 10-15 pages in length will be required, due on Dec. 5. We will discuss possible topics and theses, or you may choose your own with the prior approval of Prof. Murowchick. Your term paper topic must be approved by the professor no later than Nov. 12, and your annotated bibliography completed by Nov. 21, so that strengths and weaknesses can be identified and explored. He will be happy to discuss with you, either individually or in groups, any aspect of the process of researching and writing your paper, and properly citing your sources.

Grading (Undergraduates)
Map quiz (Sept. 17) 5%
Midterm exam (Oct. 8) 20%
Research paper annotated bibliog. (Nov. 21) 5%
Research paper (due Dec. 5) 35%
Final exam 30%
Quality of discussion/classroom participation 5%

All assignments must be completed to receive a passing grade in the course. Late assignments will only be accepted with a grading penalty.

**Note:** Graduate students interested in this course should sign up for AR 905 (M5), Directed Studies in Old World Archaeology, and attend AR240 lectures as well as separate weekly graduate discussion meetings at a time to be arranged with Prof. Murowchick.

**ACADEMIC HONESTY:** We expect all Boston University students to maintain the highest standards of academic honesty and integrity. Please make yourself familiar with BU’s Student Academic Conduct Code (see [http://www.bu.edu/academics/resources/academic-conduct-code/](http://www.bu.edu/academics/resources/academic-conduct-code/)) Plagiarism is a growing problem on college campuses. Simply put, plagiarism is any attempt to represent someone else’s work or ideas as your own, and this should not be tolerated. We encourage your questions about how to properly cite other people’s ideas in your work for this course, and we will also be happy to provide you with additional printed resources on this and other writing issues.
SCHEDULE OF LECTURES AND READINGS

The following class schedule includes lectures and their associated readings. All of the readings listed are required readings, and students should try to complete them on time each week so that they can be incorporated into lectures and discussions.

In the list of readings, the following abbreviations are used:

Availability: All of the course readings are available as PDF’s posted on the AR240 Blackboard website, and are also available for use in the IICEAACH library (650 Beacon Street, 5th Floor, in Kenmore Square. Three of the books will be available at BU B&N Bookstore (CACML, FCC, and K.C. Chang, Art, Myth, and Ritual: The Path to Political Authority in Ancient China (Cambridge: Harvard U.P., 1983). While their purchase is not required, students who are particularly interested in Chinese or Asian archaeology or art history will find them to be very useful additions to their personal libraries.

A Comment on the Readings: The majority of your readings for this course have been selected from scholarly journals and monographs. Please note that many of these readings have been selected to reflect certain approaches and ways of thinking commonly encountered in the field of Chinese archaeology. Certain aspects of some of these papers, including their interpretations of the archaeological data, are controversial, so you should undertake the readings with a critical eye. We will discuss these problems and interpretations in class.

Tues. 9/3/13 Lecture 1 INTRODUCTION: THE WORLD OF ARCHAEOLOGY IN CHINA, AND NOTES ON THE GEOGRAPHY OF CHINA AND ITS NEIGHBORS


Thurs 9/5/13 Lecture 2 DOORWAYS TO THE PAST: CLASSICAL TEXTS AND TRADITIONAL HISTORIOGRAPHY, EPIGRAPHY, AND ARCHAEOLOGY

Fong, Grace (1994). “The Early Literary Traditions,” in CACML pp. 81-89, or PDF

Tues. 9/10/13  Lecture 3  PALEOLITHIC ARCHAEOLOGY AND HUMAN ORIGINS IN ASIA

EXAMINE SKULL CASTS


Thurs 9/12/13  Lecture 4  EARLY AND MIDDLE NEOLITHIC REGIONAL CULTURES IN CHINA

Boaretto, Elisabetta et al. (2009). Radiocarbon dating of charcoal and bone collagen associated with early pottery at Yuchanyan Cave, Hunan Province, China. PNAS 106 (24), 9595-9600. PDF

Tues. 9/17/13  Lecture 5  LATE NEOLITHIC ARCHAEOLOGY AND THE ROOTS OF SOCIAL COMPLEXITY  [MAP QUIZ TODAY]


Thurs 9/19/13  Lecture 6  JADE PRODUCTION AND OTHER TYPES OF CRAFT SPECIALIZATION


Tues. 9/24/13  Lecture 7  THE THREE DYNASTIES AND THE INTERSECTION OF MYTH, HISTORY, AND ARCHAEOLOGY: A CENTURY OF SHANG ARCHAEOLOGY AT ANYANG


**Thurs 9/26/13 Lecture 8** *THE ARCHAEOLOGY OF EARLY BRONZE AGE CULTURES: XIA, EARLY AND MIDDLE SHANG (ERLITOU, ERLIGANG, YANSHI SHANG CITY, HUANBEI SHANG CITY)*


**Tues. 10/1/13 Lecture 9** *INVESTIGATIONS INTO EARLY SHANG CIVILIZATION: A COLLABORATIVE SINO-US FIELD PROGRAM; VIEW AND DISCUSS THE VIDEO, THE LOST CITY OF SHANG*


**VIEW AND DISCUSS THE VIDEO, THE LOST CITY OF SHANG**

**Thurs 10/3/13 Lecture 10** *AVENUES TO POWER IN BRONZE AGE CHINA (1): SHAMANISM*


**Tues. 10/8/13 Lecture 11** *MIDTERM EXAM*

**Thurs 10/10/13 Lecture 12** *AVENUES TO POWER IN BRONZE AGE CHINA (2): BRONZE METALLURGY-- TECHNICAL ISSUES*


**Tues. 10/15/13  NO CLASS (Monday classes held today)**

**Thurs 10/17/13 Lecture 13 AVENUES TO POWER IN BRONZE AGE CHINA: BRONZE METALLURGY IN ANCIENT CHINA**


**Tues. 10/22/13 Lecture 14**

**AVENUES TO POWER IN BRONZE AGE CHINA (4): WRITING AND DIVINATION**

Chang, K.C. Art, Myth, and Ritual, pp. 81-94. PDF

Keightley, David N., “Sacred Characters,” in CACML, pp. 69-79. PDF


*Prepare Oracle Bone exercise as homework for discussion on Thursday 10/24/13*

(using various handouts)

**Thurs 10/24/13 Lecture 15**

**SHANG ARCHAEOLOGY OUTSIDE OF THE CENTRAL PLAINS: SHANG-RELATED SITES AT PANLONGCHENG AND XIN’GAN**


*In-class review of the ORACLE BONE EXERCISE*

**Tues. 10/29/13 Lecture 16 SHANG ARCHAEOLOGY OUTSIDE OF THE CENTRAL PLAINS: SANXINGDUI AND JINSHA SITES, SICHUAN**


**Thurs 10/31/13 Lecture 17 Museum of Fine Arts, Ancient China galleries (esp. Chinese bronzes)**

**Tues. 11/5/13 Lecture 18 WESTERN ZHOU ARCHAEOLOGY**

**Thurs 11/7/13 Lecture 19 EASTERN ZHOU ARCHAEOLOGY IN NORTH CHINA; THE KINGDOM OF CHU IN CENTRAL CHINA**

**Tues. 11/12/13 Lecture 20 View and discuss the National Geographic Society video, “The Diva Mummy,” on the Han tombs at Mawangdui, Hunan. Term paper topics due**
[For term paper annotated bibliographies (due 11/21/13), read the handout *Writing an Annotated Bibliography*, PDF or online at http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/writing_an.annotated_bibliography.pdf]

**Thurs 11/14/13 Lecture 21 THE “SOUTHWESTERN BARBARIANS”: THE ARCHAEOLOGY OF THE DIAN CULTURE**

**Tues. 11/19/13 Lecture 22 ARCHAEOLOGY OF MAINLAND SOUTHEAST ASIA DURING THE BRONZE AGE**


**Thurs 11/21/13 Lecture 23 THE EMERGENCE OF EMPIRE: THE QIN STATE, UNIFICATION AND EMPIRE; THE TERRACOTTA ARMY OF THE FIRST EMPEROR OF QIN**

Annotated bibliography due today


**Tues. 11/26/13 Lecture 24 MARITIME ARCHAEOLOGY IN CHINA AND SOUTHEAST ASIA: PROSPECTS AND ETHICAL COMPLEXITIES**

BBC NEWS |Beilitung wreck, Java/sold to Singapore The treasure trove making waves (18 Oct 2008). PDF


**Thursday 11/28/13 to Sunday 12/1/13**  
No class -- Thanksgiving Recess

**Tues. 12/3/13 Lecture 25** **ISSUES IN CHINESE ARCHAEOLOGY (1): POLITICS, NATIONALISM, AND THE ROLE OF ARCHAEOLOGY AND MUSEUMS IN CHINA**


**Thurs 12/5/13 Lecture 26** **ISSUES IN CHINESE ARCHAEOLOGY (2): ECONOMIC DEVELOPMENT VS. CULTURAL PRESERVATION**

Final term papers due today


**Tues. 12/10/13 Last class** **Lecture 27** **WHERE HAVE ALL THE HEADS GONE? LOOTING, THE ANTIQUITIES MARKET, AND THE DISAPPEARANCE OF CHINA’S PAST**


12/16/2013 FINAL EXAM 3-5 P.M.
This course presents an overview of the archaeology of writing. Its primary focus is on the problem of deciphering texts in which the languages or scripts were initially unknown to modern scholars. However, the lectures will also explore related questions, including the relationship between language and writing; the characteristics of some of the world's major language families; and the early history of the alphabet. Despite the arcane nature of some of the material covered, the objective of the course is to investigate the rather broad humanistic question of the importance of literacy in ancient societies, as well as to summarize some of the information actually transmitted to us by that literacy.

Students should have no illusions about how much can be accomplished in a single course like this. You will not learn how to read cuneiform, Mayan hieroglyphs, or Linear B tablets on anything but the most superficial level, but you should acquire enough information about these subjects to know what the rewards and difficulties of pursuing them further might be. You should also develop some understanding of how various types of writing systems are structured, and how they relate to spoken language.

There are no prerequisites for this course and no prior knowledge of linguistics, archaeology, or any specific language is assumed. This is essentially a lecture course, although students are encouraged to pose questions and enter into classroom discussion. The lectures include material that is not covered in the readings and attendance is required. Students who have to miss a class because of illness are urged to consult those who attended for notes and comments on the lectures. Grading will be based on two examinations (midterm 25%, final 35%), attendance and participation in lectures (15%), and five problem sets (5% each).

Please familiarize yourself with University policy by consulting the University’s Academic Conduct Code at http://www.bu.edu/cas/students/undergrad-resources/code/.

The course website may be found on Blackboard Learn.

REQUIRED TEXTS


**SCHEDULE**

*marked readings will be posted on the course website.

### Introduction

1/16 Introduction
1/21 Language and writing. Types of writing systems and their characteristics. Fundamentals of historical linguistics
1/23 Basic principles of decipherment.

*Readings:* Coe, Chapter 1
Pope, Chapters 1-2
Sampson, Chapters 1-2, 7-9
Robinson, “Lost Languages… or how to decipher undeciphered scripts.” *Current World Archaeology* (available on course website)

### Cuneiform

1/28–1/30 Ancient Mesopotamia and its civilizations
   **First problem set due 2/4**
2/4 Old Persian and its decipherment by Grotefend and Rawlinson
2/6 The origins of writing in Mesopotamia
2/11 Sumerian and the principles of logosyllabic cuneiform writing
   **Second problem set due 2/13**
2/13 The unaffiliated languages of western Asia (Elamite, Hurrian, Urartian, and Hattic)

*Readings:* Sampson, Chapter 3
Pope, Chapters 4-5

### Early Indo-European Languages & Their Scripts

2/18–2/20 Indo-European and its prehistory. The Nostratic hypothesis and long-range historical linguistics
2/25 Hittite and the Anatolian Languages
   **Third problem set due 2/25**
Syllabaries and their characteristics. Hieroglyphic Luwian


3/4 Midterm Review
3/6 MIDTERM EXAM (in class)
SPRING BREAK

### Egyptian Hieroglyphs

3/18–3/20 Introduction to Egyptian Civilization
3/25 Introduction to Egyptian Civilization II
3/27 The Rosetta Stone and Champollion’s Decipherment
   Principles of Egyptian hieroglyphic writing

*Readings:* Pope, Chapter 3

### The Indus Valley Enigma

4/1 The Indus Valley Script
   **Fourth problem set due 4/1**

Early Writing in the New World

4/3–4/8  Introduction to Mesoamerican civilization
4/10    Mayan Hieroglyphs and their decipherment; Andean recording systems

Readings: Coe, Chapters 2-11
           Pope, pp. 195-203

The Aegean

4/15    The Civilizations of the Bronze Age Aegean
4/17    The Cypriot syllabary. Ventris’s decipherment of Linear B
4/22    The problem of Linear A and putative decipherments. The Phaestos Disk. Cretan Hieroglyphs
Fifth Problem set due 4/22

           Pope, Chapters 6-8
           Sampson, Chapter 4

Origin and Spread of the Alphabet

4/24    No Class, Monday Schedule
4/29    Proto-Sinaitic writing, the Ugaritic alphabet and its decipherment
5/1     Hebrew, Aramaic scripts, Phoenician, and the Greek Alphabet

Readings: Sampson, Chapters 5-6

FINAL EXAMINATION: Tuesday May 6, 3–5 PM, CAS 216
Overview
When Europeans first arrived to what is today Mexico and Central America they encountered indigenous cities and empires that rivaled or surpassed in size those of Europe at the time. This course provides a broad overview of the builders of these civilizations—the peoples of Mesoamerica—focusing on cultures such as the Aztec and Maya, as well as their predecessors and their contemporary descendants. It is designed to provide students with a deeper understanding and appreciation of the culture histories of these regions while also engaging important issues of social evolution and cross-cultural comparison studied by archaeologists. Topics include initial colonization and adaptation; the origin of food production; the development of regional exchange networks; the rise of towns, temples, and urbanism; the origins of states and empires; and the resilience of native lifeways through the Conquest and Colonial periods.

Credits and Prerequisites
Course is worth 4 credits and fulfills an area requirement for the major and minor in Archaeology. Prerequisites are AR 101 or consent of the instructor.

Class Format
This is primarily a lecture class; however, questions and discussion are expected and three classes are specifically dedicated to discussing important issues related to Mesoamerican civilizations, using extra readings. Grades will be assessed based on midterm and final exams, three short papers associated with discussion sessions, and your level of participation.

Grading
Midterm 25%
Final 35% (cumulative but weighted to the last half of the course)
Assignments 30% (10% per written assignment)
Participation 10% (included discussion and attendance)

Class Policies
• Students are expected to keep up with assigned readings and attend all class sessions. If you have to miss a class, first get the notes from a classmate, then come see me during office hours with any questions.
• Exams are structured around the terms and concepts listed on the first slide of each lecture. These and all text slides from the lecture will be posted on Blackboard.
• Written assignments are of 500-700 words (2-3 double spaced pages). Detailed instructions and grading rubrics will be posted on Blackboard at least two weeks prior to each due date.
• Late assignments will be deducted 10% of their grade per calendar day beginning with the end of the class period for which the assignment is due.
• All assignments must be handed in as hard copy, not emailed as attachments.
• Blackboard for the course can be accessed at: http://blackboard.bu.edu/
• The best way to contact me is by emailing carballo@bu.edu, which I will check at least once a day during the week and once each weekend.
• It is your responsibility to know and understand the provisions of the CAS Academic Conduct Code. Copies are available in room CAS 105. Should a case of suspected academic misconduct arise, I will refer it to the Dean's Office.
• Please do not hesitate to let me know if you have any special needs.
• Note: schedules and topics are subject to change, in which case announcements will be made in class as appropriate

**Required textbooks** (available in campus bookstore)
Aveni, Anthony F.

Evans, Susan Toby

**Other readings** (available in Course Documents on Blackboard)
Blanton, Richard E., Stephen A. Kowalewski, Gary M. Feinman, and Laura M. Finsten

Carballo, David M.

Fox, Jonathan A.

Hill, Warren D., and John E. Clark

Spencer, Charles S., and Elsa M. Redmond

Wilk, Richard
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Introduction to the peoples of Mesoamerica and to the course</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 1</td>
</tr>
<tr>
<td>9/6</td>
<td>Environments and early settlers</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 2</td>
</tr>
<tr>
<td>9/11</td>
<td>Origins of agriculture</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 3, Ch. 16 (pp. 444-445)</td>
</tr>
<tr>
<td>9/13</td>
<td>The Gulf Coast Olmec</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 5 (pp. 128-144), Ch. 6 (pp. 174-179)</td>
</tr>
<tr>
<td>9/18</td>
<td>Formative cultures in the Mexican highlands and Maya region</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 5 (pp. 145-158), Ch. 6 (pp.159-172, 179-184)</td>
</tr>
<tr>
<td>9/20</td>
<td>Frameworks for understanding complex societies (Video: New Worlds)</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 4</td>
</tr>
<tr>
<td>9/25</td>
<td><strong>PAPER/DISCUSSION:</strong> Early social complexity and inter-regional interaction spheres</td>
</tr>
<tr>
<td></td>
<td>Hill and Clark 2001, Wilk 2004</td>
</tr>
<tr>
<td>9/27</td>
<td>Highland Mexican urbanization of the Middle to Late Formative</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 8, Ch. 14 (pp. 391-393)</td>
</tr>
<tr>
<td>10/2</td>
<td>Zapotec state formation and Monte Albán</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 7 (pp. 185-199), Ch. 9 (pp. 240-243)</td>
</tr>
<tr>
<td>10/4</td>
<td>The internal organization of Teotihuacan</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 9 (pp. 249-260)</td>
</tr>
<tr>
<td>10/9</td>
<td>NO CLASS (Monday schedule)</td>
</tr>
<tr>
<td>10/11</td>
<td>Teotihuacano exchange and expansion</td>
</tr>
<tr>
<td></td>
<td>Evans Ch. 10</td>
</tr>
<tr>
<td>10/16</td>
<td><strong>MIDTERM EXAM (in class, regular time and place)</strong></td>
</tr>
<tr>
<td>10/18</td>
<td>The Maya (Video)</td>
</tr>
<tr>
<td></td>
<td>Aveni Ch. 1-2</td>
</tr>
<tr>
<td>10/23</td>
<td>The Early Classic Maya</td>
</tr>
<tr>
<td></td>
<td>Aveni Ch. 3; Evans Ch. 11 (pp. 291-314)</td>
</tr>
<tr>
<td>10/25</td>
<td>Maya hieroglyphs, calendars, and politics</td>
</tr>
<tr>
<td></td>
<td>Aveni Ch. 4; Evans Ch. 12 (pp. 316-333)</td>
</tr>
</tbody>
</table>
10/30 The Classic Period Maya “Collapse”  
Evans Ch. 12 (pp. 334-348)

11/1 **PAPER/DISCUSSION**: Comparative political organization of the Classic period  
Blanton et al. 1996; Spencer and Redmond 2004

11/6 Epiclassic Mexico  
Evans Ch. 13

11/8 The enigmas of Quetzalcoatl, Tula, and Chichen Itza  
Evans Ch. 14 (pp. 377-396), Ch. 15 (pp. 399-417)

11/13 Families and households  
Carballo 2012

11/15 The Aztecs (Video)  
Evans Ch. 15 (pp. 418-422), Ch. 16 (pp. 424-429 and 437-446)

11/20 Aztec origins and society  
Evans Ch. 17

11/22 NO CLASS (Thanksgiving)

11/27 Aztec religion and cosmovision  
Evans Ch. 18 (pp. 469-493)

11/29 **PAPER/DISCUSSION**: 2012 and Aztec, Maya, and American cosmovisions  
Aveni Ch. 5-7

12/4 The Triple Alliance Empire and its contemporaries  
Evans Ch. 16 (pp. 434-437), Ch. 18 (pp. 493-496), Ch. 19

12/6 Conquest, colonialism, syncretism, and resistance  
Evans Ch. 20

12/11 Indigenous peoples of Mesoamerica today  
Fox 2006

12/17 **FINAL EXAM (12:30 – 2:30 pm)**
OVERVIEW

In this class we will explore one of the most intriguing and enduring civilizations of Mesoamerica. You will learn about the early colonization of the tropical rainforests of Central America, the earliest villages built by the Maya, and the emergence of a system of kingship that was reflected in the tall temple-pyramids and palatial structures built throughout the jungles of the Maya Lowlands. You will discover how old notions about the Maya have been overturned by recent spectacular discoveries. Current breakthroughs in the decipherment of Maya hieroglyphs are among the most significant developments that have helped us learn more about the greatest among America’s civilizations. However, much remains to be learned about some of the fundamental issues in their fascinating culture: its origins are still obscure, their relations with the another great civilization, Teotihuacan, continues to be elusive in nature, the cause for the collapse of Maya states are also not clear, and we still don’t know exactly how much control the elites had on the economy and territory. These are the issues on which we shall focus. Although we don’t have definitive answers for all of them, we will try to reach a consensus choosing the most likely explanations based on the evidence we have.

COURSE REQUIREMENTS

Textbooks:


Reading assignments: Most reading assignments are in the required textbooks and supplement but do not duplicate class lectures. You are expected to read the assigned materials prior to each class (e.g., you should read pages 71–103 prior to Lecture 3 on 8 September). The lecture and reading schedule is subject to change; any changes will be announced ahead of time, as appropriate, and will be posted on the course webpage.

Grading: Your final grade will be determined according to your performance on two in-class midterm examinations, a final examination and your daily attendance.

The midterm and final exams will each consist of a map exercise plus a series of short answer and essay questions. Regular attendance, reading, and review of class and reading notes should prepare you for these exams. The two midterm exams will be held in class on 1 October and 5 November. The first midterm exam will cover all material presented up to the end of class on 26 September. The second
The midterm exam will cover all material presented from 3 October up to the end of class on 31 October. The final exam will be cumulative and will take place from 9:00-11:00 AM on Thursday, 17 December 2009. Though the final will cover all material presented in this class there will be a particular emphasis on the material presented from 12 November through the end of our final class on 10 December.

The in-class midterm exams are each worth 25% of your final grade. The final exam, being cumulative and slightly longer is worth 40% of your final grade.

Missed exams: There will be *NO* make-up exams except in the case of medical or family emergency (a request for a make-up exam must be made to Professor Saturno in writing). The date and time of the final exam is set by the College of Arts and Sciences and cannot be changed. There will be *NO* extra credit assignments. If you are having problems in the course, you are strongly encouraged to make an appointment to speak with me early in the semester.

Attendance: You are expected to attend each and every class meeting, and your overall attendance contributes the remaining 10% of your final grade. In addition to the fact that you have paid a considerable amount of money to be in this class, lectures will present material not covered in the textbooks, and you will be tested on this material. Unavoidable but reasonable absences should be explained in writing or by e-mail. An attendance sheet will be passed around at the beginning of each class for you to initial. There are a total of 24 scheduled classes (excluding exams), thus each time you initial the sheet you will earn 0.4%. Sure, it may not seem like much, but habitual absence will negatively impact your final grade. For example an individual who averaged 94% on the three exams but attended roughly half of the classes would receive a B+, whereas an individual who averaged only an 89% on the three exams but attended every class would be assured an A-.

Final grade / percentage equivalences are the following: A = 94–100%; A- = 90–93%; B+ = 87–89%; B = 84–86%; B- = 80–83%; C+ = 77–79%; C = 74–76%; C- = 70–73%; D = 60–69; F = <60.

Academic integrity and ethics: All work submitted for this class must be yours alone. No written notes or talking are permitted during the exams and no cheating will be tolerated. It is your responsibility to know and understand the provisions of the CAS Academic Conduct Code (copies are available in room CAS 105 and on the BU website). All cases of suspected academic misconduct will be referred to the Dean’s Office.

**READING SCHEDULE**

| Week #1 | 1) The Maya: Past, Present, and Future  
| Reading: *The Maya*: pp. 250-262 |
| 3 Sep. | 2) First Contact: Conquistadors and Castaways  
| Reading: *Ambivalent Conquests*: pp. 3-37 |
| 5 Sep. | 3) Conquest: Highlands and Lowlands  
| Reading: *Ambivalent Conquests*: pp. 38-71 |
| Week #2 | 4) Conversion:  
| Reading: *Ambivalent Conquests*: pp. 72-128 |
| 10 Sep. | 5) Colonization:  
| Reading: *Ambivalent Conquests*: pp. 131-160 |
| 17 Sep. | 6) Popol Vuh:  
| Reading: *The Popol Vuh* |
| 19 Sep. | 7) Tayasal to the Tzeltal Revolt  
<p>| Reading: <em>Ambivalent Conquests</em>: pp. 161-209 |
| Week #4 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Sep.</td>
<td>8) War of the Castes</td>
<td>The Caste War of Yucatan</td>
</tr>
<tr>
<td></td>
<td><strong>Week #5</strong></td>
<td><strong>MIDTERM EXAMINATION #1 IN CLASS</strong></td>
</tr>
<tr>
<td>1 Oct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Oct.</td>
<td>9) Discovering a Lost Civilization and the Early History of Maya Archaeology</td>
<td>Incidents of Travel in Central America, Chiapas, and Yucatan Vol. 1</td>
</tr>
<tr>
<td></td>
<td><strong>Week #6</strong></td>
<td></td>
</tr>
<tr>
<td>8 Oct.</td>
<td>10) Copán:</td>
<td>Chronicle of the Maya Kings and Queens: pp. 6-21, 190-213</td>
</tr>
<tr>
<td>10 Oct.</td>
<td>11) Early Classic Power Politics: Teo, Tikal and Calakmul</td>
<td>Chronicle of the Maya Kings and Queens: pp. 24-53, 100-115</td>
</tr>
<tr>
<td></td>
<td><strong>Week #7</strong></td>
<td><strong>NO CLASSES—MONDAY CLASS SCHEDULE</strong></td>
</tr>
<tr>
<td>15 Oct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Oct.</td>
<td>12) Life along the Pasion and Petexbatun</td>
<td>Chronicle of the Maya Kings and Queens: pp. 54-67</td>
</tr>
<tr>
<td></td>
<td><strong>Week #8</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chronicle of the Maya Kings and Queens: pp. 154-175</td>
</tr>
<tr>
<td></td>
<td><strong>Week #9</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chronicle of the Maya Kings and Queens: pp. 176-189</td>
</tr>
<tr>
<td>31 Oct.</td>
<td>16) Kingdoms of the North</td>
<td>The Maya: pp. 177-203</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chronicle of the Maya Kings and Queens: pp. 226-230</td>
</tr>
<tr>
<td></td>
<td><strong>Week #10</strong></td>
<td><strong>MIDTERM EXAMINATION #2 IN CLASS</strong></td>
</tr>
<tr>
<td>5 Nov.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Nov.</td>
<td>17) The Earliest Maya</td>
<td>The Maya: pp. 41-57</td>
</tr>
<tr>
<td></td>
<td><strong>Week #11</strong></td>
<td></td>
</tr>
<tr>
<td>12 Nov.</td>
<td>18) Kaminaljuyu and Izapa</td>
<td>The Maya: pp. 58-86</td>
</tr>
<tr>
<td>14 Nov.</td>
<td>19) Lowland Preclassic Urbanism</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td><strong>Week #12</strong></td>
<td></td>
</tr>
<tr>
<td>19 Nov.</td>
<td>20) Finding San Bartolo</td>
<td>Discovery!: 134–39</td>
</tr>
<tr>
<td>21 Nov.</td>
<td>21) The Murals of San Bartolo</td>
<td>TBA</td>
</tr>
</tbody>
</table>
### Week #13
26 Nov.
- **22) San Bartolo and Early Maya Civilization**
  - Reading: TBA

28 Nov.
- ***** NO CLASSES—THANKSGIVING *****

### Week #14
3 Dec.
- **23) Preclassic Collapse?**
  - Reading: TBA

5 Dec.
- **24) Transitions, Transformations and the Rise of Dynasties**
  - Reading: TBA

### Week #15
10 Dec.
- **25) Bridging the Past to the Present in Maya Society**
  - Reading: TBA

### Week #16
17 Dec.
- ***** FINAL EXAM AT 9:00-11:00 AM IN CLASSROOM *****

---

Finally, and most importantly, this class is for your enjoyment as well as your education and you will find that, as with most things, the more you put into it, the more you will get out of it. You should also realize that you are not in this alone. Your fellow students are an inexhaustible source of support and insight, and I as well am here to assist you in any way that I can. To make the most use of me, you will need to communicate with me. Speak up in class, come to my office hours, email me questions, talk to me after class, talk, talk, talk!
Instructor:
Dr. Catherine West
Phone: (617) 358-1652
Email: cfwest@bu.edu

Office: STO 339
Office Hours: Mon 9:30-11AM, Tues 11-12:30 PM

Course Description:
In this course, we will examine the prehistory of North America from the initial peopling of the continent to the development of complex societies and encounters with Europeans. We will review the arguments and debates on when and how people came to the New World, their migration across North America, why there were changes in subsistence in this region, the effects of human activity on the North American landscape, and the role that archaeology plays in contemporary Native cultures. These themes will illustrate the variability in human adaptation across North America from the high Arctic to the desert Southwest.

Course Goals and Learning Outcomes:
The goal of this course is for students to become familiar with the prehistory of North America by weighing different types of evidence to address significant archaeological questions. To achieve this through lecture, discussion, and written assignments, we will examine many lines of evidence, including technology, faunal and floral remains, settlement data, and oral history. We will use these lines of evidence in the context of problem-oriented research to address several issues, and the students will learn: 1) how and when Native people settled this region; 2) the necessary adaptations for human survival in this diverse environment; 3) how environmental and climate change influenced Native American people; and 4) how we explain the cultural variability among people in this region. Finally, we will discuss the history of research in this region and how archaeologists can make current research both ethical and relevant to contemporary Native people.

Required Readings:
The required text will be available in the BU bookstore:


You will be able to access other course readings through our Blackboard account. If you are registered for the class you should be able to access it using your Boston University username and password. If you have problems accessing the Blackboard page, please visit the help page (http://www.bu.edu/help/blackboard) or call the BU IT Help Center at (617) 353-HELP (4357).

Grading Policy:
Missed discussions and in-class activities cannot be made up and extra credit is not permitted,
and assignments will not be accepted late without prior approval from the professor – late assignments will receive a zero. Because our course meets twice a week, you will be permitted three absences – after that, you will lose points towards your final participation grade. However, please alert the instructor to absences and unforeseen circumstances.

**Grading and Course Requirements:**
Your final grade will be based on two exams, 18 homework assignments, and your participation in class. The midterm exam will address the material covered in weeks 1-7 and the final exam will address the material covered in weeks 8-16. The homework assignments are available on Blackboard and you will turn these in electronically to Blackboard. The assignments include short response papers, summaries of the readings, and generating discussion questions. Participation will include your attendance in class (see policies above) and your contribution to discussion.

1) Midterm Exam \hspace{1cm} 30%
2) Final Exam \hspace{1cm} 30%
3) Homework \hspace{1cm} 30%
4) Participation \hspace{1cm} 10%

**Academic Honesty:**
Academic dishonesty includes cheating, plagiarism, and all forms of misrepresentation in academic work, and is unacceptable at Boston University. All students are required to follow the provisions of the BU Academic conduct Code (http://www.bu.edu/academics/resources/academic-conduct-code/) and the Code of Student Responsibilities (http://www.bu.edu/dos/policies/student-responsibilities/). The professor will refer cases of suspected academic misconduct to the Dean's Office.

**Disability Accommodation:**
If you have a disability that requires accommodation, please discuss with the professor and provide necessary documentation as soon as possible. Information regarding this documentation is available from Disability Services, which can be found online at: http://www.bu.edu/disability/
**Class Schedule:**

**Week 1:**  **Introduction**

1/16: Introduction to the course

**Week 2:**  **Views of North America: People, Climate, Environment**

1/21: Reading: Fagan Chapters 2 and 3  
HW 1: Archaeological Basics

1/23: Reading: Jefferson (1853)  
HW 2: Response Paper

**Week 3:**  **Peopling of North America: How did it happen?**

1/28: Reading: Fagan Chapter 4  
Film: *The First Americans*

1/30: Reading: Erlandson *et al.* (2007)  
HW 3: Reading summary  
Optional: HW 2 Rewrite due

**Week 4:**  **Peopling of North America: Extinctions**

2/4: Reading: Martin (1967); Grayson (2001; pages 1-8 and 35-41)  
HW 4: Reading Questions

2/6: HW 5: Response Paper

**Week 5:**  **Settling New Environments: The Pacific Coast**

2/11: Reading: Fagan Chapters 8 (p.160-172) and 10; Erlandson *et al.* (2011)  
HW 6: Reading summary

2/13: Reading: Dixon *et al.* (1997)  
Film: *Kuwoot yas.Ein: His Spirit is Looking Out From the Cave.*  
HW 7: Reading summary

**Week 6:**  **Settling New Environments: To the East!**

2/18: Reading: Society for American Archaeology (2008)  
HW 8: Reading summary

2/20: Reading: Eren (2012); Lothrop *et al.* (2011)
Week 7:  Settling New Environments: The Southwest

2/25:  Reading:  Fagan Chapter 13

2/27:  Midterm Exam

Week 8:  Politics and Prehistory: Kennewick Man

      Film:  60 Minutes: Kennewick Man

3/6:  Reading:  Burke (2008)
      HW 10:  Response Paper

Week 9:  NO CLASS – Spring Recess

Week 10:  Social Change: Hunter-Gatherers of the Northwest Coast

3/18:  Reading:  Fagan Chapter 11 (p. 221-231); Ames (2006)
       HW 11:  Reading summary and discussion questions

       HW 12:  Reading summary and discussion questions

Week 11:  Social Change: Arctic Adaptations

3/25:  Readings:  Fagan Chapters 8 (p. 172-180) and 9
        See also Chapter 16 pages 377-380 and Chapter 17 pages 384-387

       HW 13:  Reading summary and discussion questions

Week 12:  Social Change: Vikings Reach the North American Arctic

4/1:  Film:  The Lost Vikings

4/3:  Reading:  Diamond (2005); Berglund (2010)
       HW 14:  Response Paper

Week 13:  Development of Agriculture: The Southwest

4/8:  Reading:  Fagan Chapters 14 and 15
4/10: Reading: Reinhard (2008)
   HW 15: Reading summary and discussion questions

Week 14: Development of Agriculture: The Eastern Woodlands

4/15: Reading: Fagan Chapter 18; Smith (1992)

4/17: Reading: Fagan Chapters 19 and 20
   HW 16: Cultural summary

Week 15: Harvard University Peabody Museum Visit

4/22: Museum visit

4/24: NO CLASS – Monday Schedule

Week 16: After Columbus

4/29: Reading: Fagan Chapter 22; Thomas (2000)
   HW 17: Reading summary

5/1: HW 18: Response Paper

Week 17: Final Exam
Reading List


Course Description and Goals:
Food stands at the intersection of nature and culture; it is a requirement for life yet it is always encoded with cultural meanings. Food can reveal aspects of social identity, politics and power, economics, environmental management, and religious beliefs. In this course, we will explore past societies through the archaeological study of food, drink, and medicinal substances. This survey will encompass the evolution of the human diet—from foraging to farming to the effects of industrialization, colonialism, and globalization—the cultural transformation of food from ingredients to cuisine, feasting, agricultural production, and other topics relevant to the study of food both past and present. We will focus on archaeological materials and case studies from throughout the world to achieve a crosscultural understanding of the complex interplay between humans and food. The course will employ lectures, readings, discussions, field trips, a food journal, and other “food experiences” to demonstrate the impact of ancient diets on health, society, and the environment.

Required Text:
Ancestral Appetites: Food in Prehistory, Kristen J. Gremilion (2011)

The textbook is required and available through the BU bookstore, Amazon, and other outlets. It will be supplemented by a variety of other assigned readings, which will be accessible through the course website. All readings are to be done by the date assigned on the course syllabus.

Assignments and Grading:
Class attendance and participation are critical to succeeding in this course. Many assigned readings are designed to introduce concepts and stimulate discussion that will allow students to achieve a deeper understanding of the role of food in society. Some material and readings (e.g., archaeological case studies) will be technical or unfamiliar at times; lectures and discussions are designed to help you work through that material with your classmates and instructor. Active participation requires preparation for class by completing all assigned readings by the date indicated in this syllabus, in addition to contributing to discussions and activities during class meetings. Attendance and participation form a substantial percentage of your grade so please come prepared to think and talk critically about food.
Writing assignments in the form of a food journal will determine another significant portion of your grade. You will be asked to write five short (3–4 pages, typed and double spaced) analytical papers that demonstrate critical thinking about food concepts, activities, and/or field trips. Food journal assignments are described in detail below.

We will have three in-class exams, each approximately 45 minutes in length, spaced throughout the term, each focused on the central topics addressed in the most recently completed part of the course. Each exam will ask you to do two things: 1) recall technical details that demonstrate your understanding of the methods and theories that archaeologists use to reconstruct ancient food practices (40% recall, short answer questions); and 2) apply theoretical concepts to archaeological or contemporary data sets to answer problem-based essay questions (60% essays). There is no final exam in this course; all material is due by the last day of class.

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>30%</td>
</tr>
<tr>
<td>Writing assignments (five)</td>
<td>(5% each)</td>
</tr>
<tr>
<td>Exams, non-cumulative (three)</td>
<td>(15% each)</td>
</tr>
<tr>
<td>Total grade</td>
<td></td>
</tr>
</tbody>
</table>

No late assignments will be accepted without prior approval from the instructor—this means a score of zero on any assignments turned in late. Grading will follow a standard grade distribution: A = 93–100%, A- = 90–92%, B = 83–86%, etc. A grade below 60% is an F. All course work must be completed by the scheduled end of the session—no incompletes will be permitted. Consistent improvement in the course will be rewarded and may result in your grade being “nudged” upwards by up to a full grade point (e.g., B to B+) at the instructor’s discretion.

**Food Journal/Writing Assignments:**

**Week 1**
Record what you eat exercise…

culinary triangle assignment? OR
Food and politics, food in the news, food pyramid (related issues: health, identity, economics…)

**Week 2**
MFA visit; compare two objects
students should find two objects (artifacts) related to food and/or drinking, record all available information on the objects and associated culture(s), then seek information about the uses of the objects (what kind of culinary equipment, how used, what foods or drink prepared/served/consumed, etc), and whether the objects are restricted to one
culture or more broadly utilized… culinary practices, table manners, and what was the relationship between the food and the social structure. Modern analogs, culinary equipment that we use today? Students are encouraged to use the MFA Resources and Libraries and/or Internet sources and relate the information to the material covered in the class.

**Week 3**  
Taza Chocolate Factory visit

**Week 4**  
Eat out or prepare a meal representative of a culture that you are not familiar with; write about your experiences researching, procuring ingredients, preparing, consuming; select some of the main ingredients and find out whether they are native, imported, etc.; are they everyday foods or do they carry special significance (i.e., related to feasting, etc)

**Week 5**  
Harvard Herbaria Schultes collection

**Exam Schedule:**  
exams will begin promptly at the beginning of class (10 am)  
(M) Jul 15: Exam 1  
(M) Jul 29: Exam 2  
(Th) Aug 8: Exam 3

**Course Schedule:**  
**Week 1: The evolution of human diet and nutrition: From foraging to farming**  
(M) Jul 1  
Readings: none  
Introduction: Thinking about eating; the place of food in human society; important themes (production, social identity, meaning, ritual, body, commensality, political economy, foodways/cuisine)  

Food exercise: students sort out geographically, describe typical Sunday meal, then discuss in groups and present to class

(T) Jul 2  
Readings: (Gremillion) Chapter 2: Beginnings pp. 12–30  
Palaeolithic nutrition; Wrangham’s cooking hypothesis; Paleodiet, geophagy, and raw foodism; Bioarchaeology, dental microwear, stable bone isotopes

(W) Jul 3  
Readings: (Gremillion) Chapter 3: Foraging pp. 31–47  
Foraging (mobility v. sedentism); food preference, seasonality, human-environment interaction; Lithic analysis, ancient DNA, coprolites, paleoenvironmental reconstruction
(Th) Jul 4  Food Journal #1 due
Readings: (Gremillion) Chapter 4: Farmers pp. 48–70
Domestication/cultivation/agriculture (theories and definitions); Neolithic Revolution; Dariying and lactose; Mediterranean diet, health;
Paleoethnobotany, zooarchaeology

Week 2: The archaeological study of food and food materials: culinary equipment, staples, meals, dishes, drinks, seasonings, etc.
Food spaces (e.g., kitchens, activity areas); durable objects as culinary equipment; ceramic technology; food categories; nature + culture

(T) Jul 9  MFA Visit

What constitutes a meal? (e.g., rice in Asia), food staples, nutrition, agricultural systems; chemical and microbotanical residues (millet noodles; Midas touch)
ceramic analysis activity

(Th) Jul 11  Food Journal #2 due
Review for Exam 1
How do archaeologists interpret material remains of food and cooking? iconography and texts; ethnoGraphic analogy; ethnohistorical data; practice theory (e.g., Catalhoyuk)

Week 3: The cultural transformation of food (from ingredients to cuisine); cooking, processing, preparation
(M) Jul 15  Exam 1
Readings: (Gremillion) Chapter 5: Hunger pp. 71–92
Food processing, cooking, and the transformation of ingredients into cuisine; food security, storage, dietary diversification

(T) Jul 16  
Readings:  
Cultural history of cacao (production, processing, consumption); Cash crops, Fair Trade, modern marketing and consumption

(W) Jul 17  
Taza Chocolate Factory Visit (11am...email to schedule, $75)

(Th) Jul 18  

Week 4: Social identity, gender, ethnicity; feasting, politics, and power

(M) Jul 22  
Food Journal #3 due
Readings: (Gremillion) Chapter 6: Abundance, pp. 93–114
Social meanings of food; symbolic dimensions

(T) Jul 23  
Ethnicity, religion, sexuality/sensuality, emotion, disgust, taboo, etc.

(W) Jul 24  
Feasting and everyday meals; politics and power of food (social capital, commensal politics, etc)

(Th) Jul 25  Food Journal #4 due
Review for Exam 2

Week 5: Ethnobotany and the experiential dimension of food: intoxication, ritual
(M) Jul 29  Exam 2

(T) Jul 30  Harvard Herbarium/Schultes Collection Visit


(Th) Aug 1  Food Journal #5 due
Readings: (Gremillion) Chapter 7: Contacts pp.115–131
Introduction to colonial encounters, creolization; adaptive strategies and/or resistance

Week 6: World cuisines: colonial interactions, urbanization, immigration, globalization

(T) Aug 6  Readings: (Gremillion) Chapter 8: Extinctions and Final Thoughts, pp. 132–152.
“Culinary Nationalism,” Gastronomica. Eating today...urbanization, globalization of foodways, politicization of food, industrialization of food and its effects on the environment and public health (garbology in feasting)

(W) Aug 7 Review for Exam 3

(Th) Aug 8 Exam 3

Last Day of Class Brunch/Feast

Course Policies

Student Conduct
The purpose of this class is to provide a welcoming and inclusive location for the development and sharing of knowledge. This environment is built on trust and cooperation between students and the instructor. For these reasons, cheating, plagiarism, and disruptive behavior are not tolerated in class. Please understand that plagiarism, in particular, is a serious offense. All students are required to follow the provisions of the BU Academic Conduct Code (http://www.bu.edu/academics/resources/academic-conduct-code/) and the Code of Student Responsibilities (http://www.bu.edu/dos/policies/student-responsibilities/).

Attendance and Lateness
Attendance at class meetings is critical for a thorough understanding of course materials and for success in this class. For this reason, course attendance is mandatory and active participation forms a percentage of the final grade. Do not miss class; if you know in advance that you will miss a meeting please discuss this with your instructor as far in advance as possible. If you do not have a legitimate excuse (e.g., illness documented by a note) for missing an assignment or exam, expect that you will NOT be able to make up the work. Unexcused absences will affect your attendance and participation grade.

Class will begin promptly at 10 am; lateness to class is disruptive and will be reflected in your final participation grade. I also respect your busy schedules: in return for your timely arrival in class, I will end class on time at every meeting and strive to ensure that all material is covered on the day for which it is scheduled.

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. Your are welcome to use a laptop, netbook, iPad, or similar in class meetings for note taking and referencing materials related to the class. You may not, however, use these devices for non-course-related purposes or in a way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and may be asked to leave the classroom. The use of cellular telephones (even iPhones) is not permitted in class at any point. Please be sure these
devices are silenced and in your pocket or bag for the duration of class. Any ringing devices may be confiscated for the duration of the class meeting.

Disability Accommodation
If you have a documented disability that requires accommodation within this class, please discuss with the instructor, after class or during office hours, how best to adapt class assignments for your learning needs. Please also provide necessary documentation to the instructor at the earliest date possible. Information regarding documentation is available from Disability Services (http://www.bu.edu/disability/).
Course Description:
While climate change and human environmental impacts are pressing contemporary issues, our current concerns are the most recent in a long history of human-environmental interactions. Close examination of our long-term interactions with the environment reveals that we have been modifying the global landscape through migration, hunting, disease, agriculture, and other cultural activities for more than 10,000 years. This long-term perspective calls into question the notion of a “pristine” environment. Through this course and a series of discussions with Boston University experts, students will broaden their critical understanding of how humans affected landscapes and resource distribution in the past. Ultimately, we will address how this perspective may be integrated with contemporary resource management and environmental policy for the future.

Required Readings:
The required texts will be available in the BU bookstore:


You will be able to access other course readings through our Blackboard account. If you are registered for the class you should be able to access it using your Boston University username and password. If you have problems accessing the Blackboard page, please visit the help page (http://www.bu.edu/help/blackboard) or call the BU IT Help Center at (617) 353-HELP (4357).

**Grading Policy:**
Missed discussions and in-class activities cannot be made up and extra credit is not permitted, and assignments will not be accepted late without prior approval from the professor – late assignments will receive a zero. Because our course meets three times a week, you will be permitted three absences – after that, you will lose points towards your final grade. However, please alert the instructor to absences and unforeseen circumstances.

**Grading and Course Requirements:**
Your final grade will be based on two exams, an in-class presentation, summaries of the readings, and your participation in class. Please see Blackboard for the individual assignments.

1) Midterm Exam 30%
2) Final Exam 30%
3) Reading Summaries/Discussion Questions 15%
4) Participation 10%
5) Article critique presentation 15%

In preparation for class discussion and for the final article critique, students will write summaries of academic articles and submit questions for discussion (see syllabus).

The midterm exam will be based on the first half of the course, and the final exam will be based on the second half of the course. Both exams will be short-answer essays based on material presented in lecture and course readings. Students will be assessed on their ability to synthesize information from these sources to answer questions about prehistoric human activity.

The article critique presentation: students will read popular articles assigned by the instructor and critique the evidence presented in these materials, based on what we have learned in class. Each presentation will be 15 minutes long and students will prepare a PowerPoint to present the critique. Students will be assessed on: an article summary, critique of the article’s conclusions and evidence, and the clarity of the presentation/handout. In preparation, students will write a summary of the assigned article and meet with the instructor.

**Academic Honesty:**
Academic dishonesty includes cheating, plagiarism, and all forms of misrepresentation in academic work, and is unacceptable at Boston University. All students are required to follow the provisions of the BU Academic conduct Code.
(http://www.bu.edu/academics/resources/academic-conduct-code/) and the Code of Student Responsibilities (http://www.bu.edu/dos/policies/student-responsibilities/). The professor will refer cases of suspected academic misconduct to the Dean's Office.

**Disability Accommodation:**
If you have a disability that requires accommodation, please discuss with the professor and provide necessary documentation as soon as possible. Information regarding this documentation is available from Disability Services, which can be found online at: http://www.bu.edu/disability/
Course Schedule

Week 1  Introduction

1/16:  Introduction to the course

Week 2  Pristine Environments

1/21:  Diamond *Prologue*; Redman Chapter 1

1/23:  Denevan (1992)
        HW1: Reading summary and 2 discussion questions

Week 3  Historical Ecology: Understanding past landscapes

1/28:  Redman Chapters 2 and 3

1/30:  Campus Historical Ecology Tour

Week 4  Methods: How do we reconstruct climate and landscape change?

        Guest Lecture: Dr. John Marston

2/6:   Roberts (1998:56-68)
        Guest Lecture: Dr. David Marchant

Week 5  Methods: How do we reconstruct diet?

2/11:  Miller et al. (2009)

        Guest Lecture: Dr. John Marston

Week 6  Human-Animal Interactions: Translocation and Extirpation

2/18:  Redman Chapter 4; Steadman *et al.* (2003)
        HW 2: Reading summary

        HW 3: Reading summary and 2 discussion questions

Week 7  Human-Animal Interactions: Fishing down the food web

2/25:  Pinnegar and Engelhard (2008); Jackson et al. (2001)
        HW 4: Reading summary and 2 discussion questions
Week 8  Human-Animal Interactions: Domestication

3/6:  Midterm Exam

Week 9  NO CLASSES – Spring Recess

Week 10  Human-Landscape Interaction: The question of "ecocide"

3/18:  Foley et al. (2005); Diamond Chapter 2
       HW 6: Reading summary
       HW 7: Reading summary for in-class debate

Week 11  Human-Landscape Interaction: Viking Vulnerability

3/25:  Diamond (2005): Chapters 6-8
       Article Critique Summaries Due
       HW 8: Reading summary for in-class debate

Week 12  Human-Landscape Interaction: Agriculture

4/1:  Redman Chapter 5
       Guest Lecture: Dr. John Marston
       HW 9: Prepare discussion questions
4/3:  Reading TBA
       Guest Lecture: Dr. Sarah Phillips
       HW 10: Prepare discussion questions

Week 13  Urbanism

4/8:  Redman Chapter 6, Carballo et al. (2012)
       Guest Lecture: Dr. David Carballo
       HW 11: Prepare discussion questions
4/10:  Article Critique Conferences
<table>
<thead>
<tr>
<th>Week 14</th>
<th><strong>Urbanism: The Maya Collapse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4/15:</td>
<td>Diamond Chapter 5</td>
</tr>
<tr>
<td></td>
<td>HW 11: Reading summary for in-class debate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th><strong>Urbanism: Cities Today</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4/22:</td>
<td>Reading TBA</td>
</tr>
<tr>
<td></td>
<td>Guest Lecture: Dr. Lucy Hutyra</td>
</tr>
<tr>
<td></td>
<td>HW 12: Prepare discussion questions</td>
</tr>
<tr>
<td>4/24:</td>
<td>NO CLASS – Monday Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th><strong>Contemporary Issues and Applications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4/29:</td>
<td>Diamond Chapter 16</td>
</tr>
<tr>
<td></td>
<td>Article Critique Presentations</td>
</tr>
<tr>
<td>4/30:</td>
<td>Article Critique Presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th><strong>Final Exam</strong></th>
</tr>
</thead>
</table>
Reading List


Miller et al. (2009)


