



## PREFACE

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

## INTELLECTUAL PHILOSOPHY

**G**old-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 two centuries ago. Indiana Jones and the Kingdom of the Crystal Skull, 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 today's 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 early twenty-first 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 both today and in the remoter past.

## COURSE OBJECTIVES

**W**e cannot possibly study all these various forms of archaeology in ten weeks. This course is 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 and history of humankind, from the earliest times to the advent of the first urban, literate civilizations some 5000 years ago, and right on to our recent past.

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 has been used and misused by modern politicians to support claims for land and heritage that have sometimes sparked violence. In a more positive light, archaeology can help a people, ethnic group or nation understand and celebrate their cultural heritage.

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 pot hunters 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: 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 twenty-first 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 ten assignments that follow. Rather, they will be coherent, implicit themes throughout the course. Anthro. 3 is organized into two unequal halves:

- THREE ASSIGNMENTS cover the basics of archaeological method and theory.
- SEVEN ASSIGNMENTS describe and analyze world prehistory and history from

the origins of humanity up to the emergence of the first civilizations through the recent past, including archaeology's relevance today. 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, which include a summary of required readings and work.

## RESOURCES FOR LEARNING

Anthropology 3 can be likened to a symphony is made up of the following elements:

### COURSE STUDY GUIDE

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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.

A significant amount 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 lectures. 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.

The first page of each Assignment lays out the week's topic followed by summary lists of all the requirements for that week, including readings, web, and written work. For ease of use, each assignment in the Guide is divided into two parts: detailed instructions for proceeding through the assignment, including prompts for essays and other written work due in class on Monday the following week, 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.

### LECTURES

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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. They are essential but not a substitute for the other parts of the course!

- In general, the first lecture of the week summarizes what lies ahead in the assignment. Each presents specific topics where slides and other visuals are of

special value and impact—like, for example, excavations at Pompeii. I also try to motivate and entertain you, while introducing you to the fascinating world of archaeology and the remote past. (Yes, I consider entertainment a vital component in any course on archaeology!)

- The second lecture will generally cover 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 Study Guide.
- The third class meeting will generally introduce additional in-depth topics and case studies through an additional lecture, guest lecturers and films. The guest lectures are designed to acquaint you with the exciting diversity of archaeology that goes on at UCSB, giving you ideas for future courses to take and alerting you to opportunities for getting directly involved in archaeological work right here on campus.
- iClicker will be introduced this year in order to provide a more interactive environment for learning. iClicker will never be used for graded quizzes, only to record participation. Please be sure to bring yours to class and click!

## READINGS

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Our readings are designed to give you the raw material for understanding how archaeologists reconstruct the past and for writing evaluations, syntheses, and essays. The readings come in two forms:

- In the Study Guide. Typically, these are briefer readings found at the end of each Assignment section that 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.
- In assigned texts. There are two texts for this course, you can simply read the chapters as indicated on the first page of each Assignment, but for a more tailored and directed experience follow our assigned reading instructions precisely.

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

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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 in section (see our course Webspaces).

If you need more information, see the section below under “Using the Study Guide and Courseware.”

## SECTIONS AND TEACHING ASSISTANTS

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Sections are MANDATORY and 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 projects that you have to complete 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

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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 during office hours or you can always call me outside of office hours to talk or make an appointment, or best of all, use e-mail: [stsmith@anth.ucsb.edu](mailto:stsmith@anth.ucsb.edu). I monitor this about three times a day.

Please remember that Anthropology 3 is a learning experience. We are not in an adversarial position. We are in a partnership.

## WORK EXPECTED OF YOU

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

Your grade will be based on five different criteria. They are: 1. iClicker participation during lecture (simply registering a response, 10%); 2. A short take-home mid-term essay covering the first three weeks of class (25%); 2. A short final take-home essay focusing on the last 7 weeks (25%); 3. A short but comprehensive final

exam that focuses on the last seven weeks of class (20%); 4. Section, including attendance, participation in discussion and presentations, your write ups and synthesis essays (20%), due in section as indicated at the beginning of each of the Course Assignments in the Study Guide under “Checklist of Work Required,” and in the check list provided on the course Web Site on the Assignments page.

Please see the Course and Section Syllabi and the Course Web Site for more details and additional guidelines on grading and the assignments.

### SOME COMMENTS ON ESSAY AND PAPER WRITING

Essays and other written work must be typed, double-spaced, with your name, section time, and TA on the top page. The Midterm and Final Short Papers must have a cover page attached with this information. A link to it can be found in Gauchospace and on the course web site on the Exams page. Please make sure you keep a copy or a backup of all your work.

Anthropology 3 is a writing course. As a result, 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 variety 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 could 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. If necessary, cultivate the habit of having a dictionary close to hand, and of looking up problem words. Your spelling will improve dramatically. The Appendix (Writing Guide) may be found at the end of this Study Guide and on the course web site and 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

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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 Syllabus, handed out on the first day of class and available in GauchoSpace and on the web site.

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

**H**ere are the instructions for using the Study Guide and our Web-based materials...

The Study Guide is divided into ten 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. Then the Study Guide provides detailed instructions and supplemental readings. Treat it as your signpost through the course, the medium by which we direct you to different learning media. Look to the end of each assignment for the Anthology section with additional reading in the form of excerpts.

You'll notice a series of icons in the left margin of the Guide. 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.

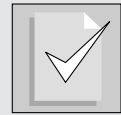


They will soon become familiar companions, and are as follows:

OBJECTIVES



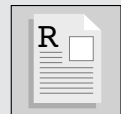
CHECK LIST OR WORK REQUIRED



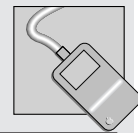
LECTURE



READING



WEB EXERCISE



SHORT PAPER PROMPT/DUE ALERT



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 COMPUTERS

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Since all of the computer exercises in the course are available via the Web, you can access them from your own computer at home or whenever you have web access. The course web pages make extensive use of QuickTime for animations as well as Adobe Shockwave and Flash Player for simulations. You must have the free QuickTime, Shockwave, and Flash Player plug-ins installed in order to work with the course software. The QuickTime plugin is available from Apple. The Shockwave and Flash Player plug-ins are available for download from Adobe's web site. If you have any trouble loading pdf files, you should also load the latest version of the free Adobe Reader. You can find links to those sites in Gauchospace and on the Assignments page in the Anthropology 3 web space:

<http://www.anth.ucsb.edu/faculty/stsmith/classes/anth3/>

In principle, you can also use any of the various computer labs on campus and in the dorms, but be aware of the specific software requirements noted above that are necessary in order to successfully access the course webspace.

### IClicker

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If you already have either an old or new unit and have registered it this year, then you should be good to go. If your clicker is new or you have not used it within the past year, then you will need to register it using your PERM number as your student ID at:

<http://www.iclicker.com//support/registryourclicker/>

You can find more information and links to more detailed instructions on the registration and use of the iClicker on Gauchospace.