

AY2021-2022 Semester 2
HH1025 World Archaeology

Instructor	Office Location	Phone	Email
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Course Content

In World Archaeology students will begin by studying the early attempts to escape from the trap of particularism and historicism in order to develop a truly comparative scholarly discipline which seeks to isolate the underlying similarities and regularities in apparently unique events, historical personages, and polities. This objective seeks to unify scholarly research which has focused on narrow geographical areas and brief period of time to generate hypotheses about the reasons for past developments and possible future evolution. This course begins with prehistory to incorporate such controversies as the dispute between migration, diffusion, and communication as explanatory assumptions for similarities and differences between human societies in widely-separated areas such as the Americas, Europe, Asia, Oceania, and Africa, including the role of different challenges and opportunities presented by different ecological factors including climate change.

Themes discussed in succeeding lectures will include

1. The role of commerce in various parts of the premodern world as detected through archaeological discoveries;
2. The importance of religious art and architecture in creating unity and strife;
3. The evidence for early human migrations including newly-developed DNA studies;
4. The development of technology as used to cope with the natural world such as metallurgy
5. The elaboration of communication media, both writing and standardized art forms, in the formation of cultures and polities;
6. The importance of technology versus art as sources of innovation
7. Ecological models for the study of the influence of the environment on the evolution of various types of societies;
8. The causes and concomitants of warfare in the development of civilizations;
9. The study of the formation of cities, and the debate over whether the term “city” is applicable to a wide range of types of settlement hierarchies in different places and times
10. The relevance of the study of World Archaeology for the understanding of the current state of the world.

Course Aims

This course will enable students to rectify a criticism which is often levelled against historians: that the field is becoming increasingly narrow, hyper-specialized, and does not prepare students to grapple with large-scale, long-term changes and processes, and to be able to formulate analogies with case studies from different parts of the world and periods of time. At the end of the course, students will be able to: 1) gain an understanding of the human and natural factors which led to the formation of large political, social, and cultural units in different areas in the world, 2) be able to differentiate superficial short-term processes of change from more profound but subtle evolutionary trajectories by isolating and comparing specific attributes found in case studies derived from different eras, 3) develop processes of reasoning which will enable them to distinguish between necessary and sufficient causal factors, and dependent versus independent variables which fostered the growth of large-scale socio-cultural units with specific geographical correlates and boundaries or frontiers, and be able to explain why these variables differ when

discussing the origins of political, technological, economic, or religious institutions and adaptations in various parts of the world, and 4) be able to identify and critique hypotheses and assumptions advanced by some basic works of scholarship dealing with topics on which the course focuses: for example, what constitutes a common long-term evolutionary trend which can be compared across different places and times, and what superficial differences mask or obscure common evolutionary processes between different societies or geographical regions?

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Describe in general terms and identify specific examples of convergence, parallelism, or divergences between different kinds of polities, cultural entities, and technocomplexes found in the world.
2. Provide a summary of various theories attempting to explain how different processes of communication and local organization arose, the various factors utilized as explanatory or significant variables which should be investigated, and how societies/cultures with different features interacted with or influenced each other.
3. Explicate the relationships between material factors (natural resources, transport links, climate, historical contingencies) and socio-cultural responses and attitudes which have the potential to explain how different nations/cultures around the world have evolved similar underlying structures for solving problems and dealing with external threats.
4. Explore the different approaches to the endeavor to create a common vocabulary among scholars for defining and classifying common variables which have the potential to explain the parallel and cyclical evolution of similar patterns in art, architecture, language, and other relevant cultural variables in different parts of the world and eras.
5. Formulate research questions about the pre-1500 world, attempt to draw observations about the connections which were made across the globe before modern globalization, and generate new hypotheses about the most significant variables which can explain parallel developments in various places and times, which would be relevant to understanding current events and predicting possible future developments.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/Individual
1. Group presentation and discussions	1, 2, 3, 4, 5	20%	Team and individual
2. Pop quizzes	1, 2, 3, 4	30%	Individual

3. Final group project - presentation/skit - poster - peer assessment (individual 100 word feedback response) - essay (1,000 words each)	1, 2, 3, 4, 5	40%	Individual and Team
4. Participation in class discussions	1, 2, 3, 4, 5	10%	Individual

Group Presentations and Discussions - 20%

Students are expected to take turns to present readings to the class in a pair. Students will present and lead discussions during these presentations; each student is expected to complete a total of one presentation. Each pair presentations should last 15 minutes including a discussion led by the presenters.

Each pair should prepare a powerpoint presentation of approximately 5-6 slides. Each presenter should present for up to 5 minutes each followed by a 5-minute discussion. They will work together to present their findings/analyses.

Each pair of presenters will receive a group score (10%) and an individual score (10%). The group score is determined by the following criteria: a) coherence, content and structure of the presentation, and b) equitable distribution of the workload (peer feedback about individual contributions to the project is taken into account). The individual score will be assessed based on the individual performance in producing the presentation, delivering it, and in responding to questions from the class.

Pop Quizzes - 30%

Students are required to complete three pop quizzes during the semester. The pop quizzes will be administered randomly during the semester. Students are expected to keep up with their lecture and tutorial readings in order to do well in these quizzes.

Final Group Project – 40%

Students are expected to organize themselves in groups not larger than three (3) individuals; the group will complete a final group project comprising three parts: i. presentation or a skit or some creative activity/performance (10%) (15 minutes), ii. Poster/Leaflet/Pamphlet (10%) (A4/A3 poster discussing the topic of the group's research project and the main findings and conclusions), iii. peer assessment of presentation and poster by a group other than one's own group (5%) (each student has to complete a 100-word feedback response), and iv. Individual essay (15%) (1,000 words each). The topic of the final project must be related to one or more themes examined in this course. Students have to select one or two themes and frame their research question(s) based on the theme(s) they have selected.

Students will submit their topic in week 9 to the instructor for approval.

To do well on the group activity (10%) and poster/art project (10%), it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same

marks as your team. However, your individual score may vary based on instructor observations and peer feedback about your contributions to the group project.

Participation in class discussions - 10%

Students are expected to participate in class discussions and any activities conducted within the classroom.

Formative feedback

You will receive formative feedback through written responses to your papers and verbal feedback through in-class comments on your group presentations and discussion. Generic summative feedback will be given to seminar group presentations and personal specific feedback (to individual written assignments) will be given to individual student.

I will consider the following points when giving comments to students:

1. Provide constructive and positive feedback whenever possible.
2. Return my feedback to students as soon as I can.
3. I will be specific in making suggestions regarding how each student can improve on her/his work.
4. Focus on the students' advancement toward their goal.
5. With respect to presentations and in-class discussions, I will encourage students to express their views freely.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	The instructor will give a weekly online lecture introducing and providing the context for understanding each week's theme. The presentation will include the use of slides and other multi-media files.
Team-based presentations	Students in the class will select topics they want to present. The presentations provide opportunities for the students to practice public speaking and allow them to hone their presentation skills in a supportive environment. The presenters will respond to questions and comments from the instructor and the class; they would have to think quickly and respond to the questions posed to them. The students will learn teamwork.
Individual presentations	Students in the class would select topics they want to present. The presentations provide opportunities for the students to practice public speaking and allow them to hone their presentation skills in a supportive environment. Each presenter will respond to questions and comments from the instructor and the class; he/she would have to think quickly and respond to the questions posed to him/her.

Reading and References

Fagan, Brian and Nadia Durrani. *Ancient Lives: An Introduction to Archaeology and Prehistory*. New York and London: Routledge, 2020. Seventh edition.

Hodos, Tamar (ed.). *The Routledge Handbook of Archaeology and Globalization*. London and New York: Routledge, 2017.

Praetzellis, Adrian. *Dug to Death: A Tale of Archaeological Method and Mayhem*. Lanham and New York: Altamira Press, 2003.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Group presentations and in-class discussions require students to attend classes in order for them to contribute to the course discussions. Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a class, you must inform the course instructor via email (gygoh@ntu.edu.sg) prior to the start of the class.

(3) Penalties for late submission

Penalties will be levied for late submissions unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that they inform the instructor regarding any delay as soon as possible. Students failing to submit an assignment will be denied credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the assignments' submission dates.

(4) Plagiarism in writing research papers

It is important that all unacknowledged materials in students' essays are their own work. The University has strict rules pertaining to plagiarism that may result in disciplinary procedures. Students are reminded that copying or using any part of any essay (published and unpublished) and any other written work including another student's essay or written work without citing the author(s) is considered plagiarism. Verbatim citations from other writings must be placed within quotation marks. Students are encouraged to paraphrase sources. Whether quotations and/or paraphrases are used, students are required to cite their sources.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in

maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Readings/ Activities
Week 1	General introduction to World Archaeology: background, concepts, definitions, key questions, and problems	Fagan, Brian and Nadia Durrani. <i>Ancient Lives: An Introduction to Archaeology and Prehistory</i> . New York and London: Routledge, 2020: Chapter 1 and 2
Week 2	Archaeology and its methods	Fagan, Brian and Nadia Durrani. <i>Ancient Lives: An Introduction to Archaeology and Prehistory</i> : Chapters 2 and 3.
Week 3	Prehistory and Migrations	Fagan, Brian and Nadia Durrani. <i>Ancient Lives: An Introduction to Archaeology and Prehistory</i> . Part III: Chapters 8 and 9.
Week 4	The Agriculturalists	Fagan, Brian and Nadia Durrani. <i>Ancient Lives: An Introduction to Archaeology and Prehistory</i> . Chapter 11
Week 5	Mesopotamia and Egypt	Fagan, Brian and Nadia Durrani. <i>Ancient Lives: An Introduction to Archaeology and Prehistory</i> . Chapter 12.
Week 6	Early Asian complex societies	Fagan, Brian and Nadia Durrani. <i>Ancient Lives: An Introduction to Archaeology and Prehistory</i> . Chapter 13.
Week 7	West Asian complex societies	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part IX: selected chapters.
Week 8	Southeast Asia	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part VIII.

Week 9	The Mediterranean World and Europe	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part VI and VII: selected chapters.
Week 10	The Americas	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part III: selected chapters.
Week 11	Africa	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part II: selected chapters.
Week 12	Australasia and Oceania	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part IV: selected chapters.
Week 13	World Archaeology and Globalization	Hodos, Tamar (ed.) <i>Routledge Handbook of Archaeology and Globalization</i> . Part 1: chapters by Hodos, Jennings, Knappett, Feinman, and Robertson.

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