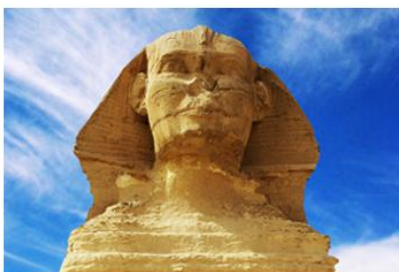


ANT 2140 (Online) Fall 2025 Introduction to World Archaeology



Sections 2401 (DL), 2402 (UFO), 2403 (IA), and 2DUA (DU) ~ 3 credit hours

Instructor: Prof. Susan D. Gillespie
In Person Office Hours: TBA, see Canvas
Email: sgillesp@ufl.edu; use **Conversations (Inbox)** in Canvas

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This course is open and welcoming to all majors. There are no prerequisites or materials fees.

ANT 2140 is a **Humanities (H)** and **International (N)** subject area course in the UF General Education Program.

Catalog Description: *The global study of human culture from its origins to the present through the recovery, description, and analysis of archaeological remains. Focus is on human cultures worldwide, with comparisons to western civilizations.*

This course explores the totality of human experience on earth, as known through archaeology, from the beginnings of humankind into the present. Course content is not organized chronologically or regionally, but thematically, focusing on how *humans have made themselves and their worlds* in the past and continue to do so today. It is an archaeological contribution to the anthropological question, “*What makes us human?*” Anthropological archaeology can inform us of where we come from, how we got to where we are today, and where we might be going in the future.

Case studies from around the world and all time periods are drawn upon to illuminate the past human experiences and explain the archaeological methods and techniques used to gain that knowledge. Through global comparison, these case studies shed light on the diversity of world areas and commonalities in the human past. Archaeological investigation and dissemination of knowledge is also relevant to contemporary issues on a global scale, including indigenous rights, collective identities, heritage preservation, conservation biology, agricultural development, built environments, responses to climate change, and sustainability.

Following introductory lectures on the history of archaeology and archaeological methods, the first part of the course explores the early human dispersal out of Africa to populate the globe, key characteristics of pre-industrial technologies, the various livelihoods and subsistence practices that emerged in the pre-industrial era, and how humans have created physical worlds to live in. Major changes in technology and society through time are examined. The second part considers topics in contemporary archaeology with case studies from around the world: how people create meaningful worlds, how they have faced environmental challenges, how people make themselves and their societies, and how people have moved themselves through migration, and also moved things. These topics are coordinated with discipline-wide “Grand Challenges for Archaeology,” introduced in Module 1.

Special emphasis is given to UNESCO World Cultural Heritage (WCH) sites, and more generally issues relating to the role of archaeology in maintaining cultural heritage. WCH sites are highlighted in the lectures, each identified with a blue logo, and a midterm project is devoted to researching one of these sites of your choice.

General Education Objectives and Learning Outcomes:

“Humanities (H) courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.”

“International (N) courses promote the development of students’ global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.” A majority of the course content addresses international issues and engagement. As a course on world archaeology, the international content is a substantial and defining feature.

Content Objectives

H: Identify, describe, and explain the history, underlying theory and methodologies used.

N: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.

Student Learning Outcomes for Content Objectives: By the end of this course students will be able to:

1. Identify significant turning points in the history of archaeology as a humanities discipline, beginning with its origins in Renaissance antiquarianism and the emergence of a “past” as different from the present, into the 21st century.
2. Define themes, fundamental principles, and basic terminology and methods essential to the discipline of archaeology.
3. Recognize the diversity of experiences, formations, adaptations, and histories of human societies since the beginning of humankind on a global scale.
4. Identify major changes in culture and technology in human history and explain their material and historical impacts and legacies into the present, especially those that have resulted in cross-cultural commonalities and differences.
5. Explain how cultural heritage is an important resource and source of identity among virtually all peoples at the national, subnational, ethnic, and local levels.
6. Identify ongoing threats to global tangible and intangible heritage and the challenges of its preservation.
7. Recognize that the contemporary world results from a long history of separate developments and interdependencies, of continuities, connections, and transformations, many of which are still in process.

Critical Thinking Objectives

H: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

N: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Student Learning Outcomes for Critical Thinking Objectives: By the end of this course students will be able to:

1. Apply diverse concepts, methods, and techniques to analyze archaeological remains, both immobile (e.g., structures, wall art) and portable (artifacts).
2. Identify and analyze recurrent Modernist and Western influences and biases that shape how the past is represented or misrepresented in contemporary media.
3. While accepting the legitimacy of plural perspectives on the past, discriminate more plausible interpretations and explanations of past phenomena that contribute to accumulated knowledge using evidence-based procedures, and correspondingly, identify interpretations that are less plausible.
4. Justify that “the past” is produced in the present and is subject to change as knowledge, methods, and attitudes change.

5. Explain how archaeological approaches to studying the human past are relevant to understanding the present and future in a diverse and dynamic global context.
6. Analyze and reflect on the multifaceted ethical considerations of ongoing international debates regarding “who owns the past.”

Communication Objectives

H and N: Communicate knowledge, thoughts, and reasoning clearly and effectively.

Student Learning Outcomes for Communication Objectives: By the end of this course students will be able to:

1. Utilize correct and appropriate archaeological terminology and concepts in reaching reasoned, evidence-based conclusions in written assignments and discussion groups.
2. Employ comparative arguments effectively in explaining cross-cultural or historical similarities and differences among the case studies.

International Scholars Program - This course is also eligible for the [International Scholars Program](#), which has its own **Student Learning Objectives**. By the end of this course, students will be able to:

- Consistently recognize and effectively utilize important and relevant terminology regarding intercultural and global issues in the appropriate environmental context (terminology).
- Effectively and consistently make logical and informed judgements when encountering diverse intercultural and global situations (judgment, critical thinking).
- Effectively and consistently express and foster openness to other cultural views, differences, and opinions (communication, acceptance of others).

Career Preparation: This course provides certain career skills. Include these in your résumé when job-seeking: critical thinking, problem-solving, communication, collaboration, digital fluency, and cross-cultural appreciation.

Syllabus Requirement: Since a thorough understanding of the course requirements is critical for successful completion of the class, there will be an *ungraded quiz* during the first few days of the course opening that confirms your understanding of the syllabus, course requirements, and required tools and technologies. You may take the quiz as many times as needed, but you *must answer every question correctly* to pass it and thereby open the first module containing readings and assignments. Take this quiz as soon as possible.

Work Load, Expectations, and Deadlines: Although students in the on-campus sections are in class four 50-minute periods a week and may have different reading, video, lab, and written assignments, online students cover equivalent material, have the same student learning objectives, and are expected to devote the *same amount of time* to the course. Pay close attention to deadlines for assignments, including quizzes, because the Canvas portals close and many assignments *will not be accepted late*. Large projects lose point value for every day late. Exceptions are for documented University-approved absences (e.g., illness, religious exemption).

Late Adds and Non-Attendance: This course formally begins with the first day of classes. According to [University Policy](#), “Absences begin with the first class meeting,” and “If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course.” The University does **not** require instructors to modify deadlines on an individual basis depending on when a student adds the class after the first day, even within the add/drop period. If you begin the course after the first day of classes, it is up to you to meet the deadlines or accept the consequences.

Content: Content consists of three components--lectures, readings, and videos--and is delivered 100% online (asynchronous) on Canvas. It is organized by modules, with one module per week of the semester.

- **Delivery of lectures as ppt videos:** We recommend you watch each lecture video *twice*. View them first, before the other content, to get the gist of the ideas and information presented. Look at the list of Student Learning Objectives and Key Words for each module. The second time you listen to the lecture, pause to take notes on those learning objectives and definitions of key words, as well as the other major ideas. You will be able to watch the lectures as many times as you want. There are written transcripts for each one. Prepare your lecture notes to quickly access the information as a study guide for the quizzes.

- **Required Readings:**

- Readings are drawn first from a short textbook –*Archaeology: A Very Short Introduction*, by Paul Bahn (2012 Oxford University Press). It is written for the general public and available as an e-book.
- Many other readings come from journal articles (some online), book chapters presented as pdfs on Canvas, essays written specifically for this course, and webpages. You are responsible for the content—the major ideas or findings—from each of these types of required readings. Read the introduction and conclusion most carefully for each reading and write down the major ideas as a study guide for the quizzes.

- **Videos:** Videos on YouTube or other platforms are also assigned content. They take the place of readings in some cases or provide supplementary information on archaeological sites or methods to further illustrate lectures. Some are interviews with international archaeologists, or TED talks by international scholars. You are responsible for the major ideas or findings from each required video.

Accessing E-Journals: Some reading assignments are from online journals. To get off-campus access to these and other UF Library electronic materials (e-books, databases, course reserves), you must **use the UF VPN client**. The VPN (virtual provider network) client is easily installed. For more information on using the VPN client, go to <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>

Keeping the Content Up-to-Date: Especially with so many internet resources, links can quickly break, and videos be taken offline. To help the instructors keep up with these changes, **1 point of extra credit** is awarded to the first person who informs them that a link is broken. In addition, **1 point of extra credit** is awarded to the first person to report a grammatical, spelling, or formatting mistake on a practice or graded quiz.

Assessment of Course Learning Objectives: There are graded assignments due for every module. Please keep up with the module assignments. There is also one mid-semester and one semester-long E-Projects.

• 1 short get-acquainted discussion post	5 points
• 1 graded Module Quiz (10 points)	10
• 11 graded Module Quizzes (20 points each)	220
• 1 module lab assignment (e-Map) (15 points)	15
• 10 module labs or discussion assignments (10 points each)	100
• midterm World Heritage Project	30
• E-timeline final submission	20
TOTAL	400 points

Quizzes: Each module includes a graded quiz consisting of multiple-choice questions that covers the content in the lectures, assigned readings, discussion assignments, and assigned videos. Module 1 has less content than the other modules, so the first quiz has only 10 questions at 1 point each. Each of the remaining module quizzes will have 20 questions worth 1 point each. Quizzes focus on the major ideas, methods, important terminology (see list of key words on the module page), and findings, not isolated facts. Questions are drawn randomly for each student from a large quiz bank. *Use the module student learning objectives and key words as a study guide and utilize the practice (ungraded) quizzes to make sure you know the material.* The most missed questions tend to come from readings and videos, so be sure to give them sufficient attention.

Module 1 has a short video lecture, “Testing . . . 1-2-3,” that explains how to prepare for and take the quizzes. It is highly recommended. It also tells you how Canvas scores your quizzes and provides test-taking strategies.

- **Taking the quiz:** You will have a 24-hour window to take the quizzes. Most quizzes will open **Monday** at 12:01 am and close the same day at 11:59 pm. When there is a Monday holiday, the Module quiz will open instead on Tuesday at 12:01 am and close the same day at 11:59 pm. *If you have a scheduling impediment that prevents you from taking quizzes on Mondays, contact the Instructor with documentation to request an alternative consistent weekday.* You have 20 minutes to complete the Module 1 quiz from the time you open it, and 30 minutes for all other quizzes. This is *time-and-a-half* for all students. You are allowed only **one attempt** to complete a quiz. You may not access outside help of any kind to answer the quiz, including sharing questions or answers; however, you are allowed to use your own study aids as a measure of your mastery of module content. Correct answers are not shown until *after* the quiz closes.

Written Assignments: There are three kinds of written assignments: 1) labs; 2) discussion boards; and 3) the UNESCO World Cultural Heritage Project. All are to be uploaded to Canvas by 11:59 pm on the specified due date (see schedule below). Late assignments are accepted only with University-approved excused absences.

- **Format:** If an essay is called for, write it in MS Word (.doc/docx) or convert it to MS Word before uploading it to Canvas, to utilize spell- and grammar-check. Put your name in the top corner and **provide a title**. Some assignments require a specific title. Submit your files only as .doc/.docx or .pdf! Canvas cannot read other software formats.
- **Rubric:** Assignments have attached rubrics which you should consult *before submission* to make sure you have met all the criteria. Spelling and grammar count as part of your grade. Proofread carefully and run the spell check tool in your word processing program. Assignments are submitted through Turnitin and will be checked for *AI* and *plagiarism*. All students are held to the UF Honor Code (see below).
- **Lab Assignments** require an analysis of some data, for which you will answer questions on a worksheet and then upload your responses. Labs are part of your training in fundamental concepts and methods.
- **E-Map:** The second lab assignment is to create a digital map of the globe, using free software, on which you will locate archaeological sites or regions pertaining to course content. It provides a spatial and geographical orientation of important world archaeological sites.
- **E-Timeline:** The third lab assignment is to create a digital timeline using free software on which you will locate important events or time periods. After you submit the timeline for your lab assignment, you will continue to add events and periods throughout the semester, and submit the final timeline at the end. The timeline will provide a personalized chronological overview of world archaeology.
- **Discussion Boards** are usually in two parts. The first involves an original response/report on an assigned topic that you researched. The second part asks for your replies to **two** other student posts in your discussion group. *Discussion Board original responses will close on Thursdays at 11:59 pm, while* your replies will close on *Saturdays* at 11:59 pm. NOTE: you cannot respond to another student's post until you upload your original post, so it is in your own interest to upload your posts ASAP.
- **World Cultural Heritage Project:** This is a midterm project for which you select and research a UNESCO World Cultural Heritage Archaeological Site and report on it in two parts: 1) justify your selection of a site, and 2) provide certain information about it in the form of a Powerpoint presentation. Specific instructions are provided to complete the project. Students in the International Scholars Program must choose an international (not US) world cultural heritage archaeological site. NOTE: The three digital projects (map, timeline, powerpoint) become part of your **student e-Portfolio**.

E-Portfolio: Each student can create an individualized e-Portfolio, which archives electronic products (“artifacts”) you create in your various classes. In Canvas go to your “Account > Folio” to create your e-Portfolio and learn how to import your projects into it. Canvas also has an option called [Portfolio](#) that allows you to create an e-Portfolio external to Canvas, as part of a network you can share and use after graduation.

AI Use Policy: UF’s Honor Code requires that you pledge “not to have received unauthorized aid” in doing any assignment.” Unauthorized aid includes **AI content-generating software** such as Chat GPT. Developing your own competencies in writing, analytical, and critical thinking skills prepares you for a competitive workplace. Thus, any submitted assignment with content not generated by you the student will be treated as **plagiarism**—the unacknowledged copying of work created by others—and severely penalized. Penalties range from the loss of points, requirement to redo the assignment, or receiving a grade of 0. There are many AI detection tools available for use, and UF automatically uses Turnitin to reveal uncited copying of other works. UF Policy for students is as follows: “When you use generative AI to assist with coursework, it is crucial to *cite this* in your submissions per the academic integrity guidelines. It is your responsibility to familiarize yourself with the university’s honor code and academic integrity policies to ensure your use of AI aligns with ethical standards.” <https://ai.ufl.edu/for-our-students/guidance-for-students/> Thus, if you use some type of AI, including for translation services or to organize an essay, you are required to indicate that you did so at the time of submission.

Canvas Notifications: In your Canvas “Account,” click on “Notifications.” Set the notification for “Submission Comment” to either “Notify Immediately” or “Daily Summary.” The instructors communicate with you regarding your assignments through Submission Comments more than e-mail. We expect every student to read their submission comments within 24 hours. Many of them may require immediate action on your part.

UF Grading policy and Course Grading Components: [Click here for information](#) on current UF grading policies for assigning grade points.

- Every graded activity in this course earns points. *Only the grade components listed above are used to determine your grade.* Letter grades are based on a total of **400 points**; see grading scale below.

Important: A minimum grade of **C** (280 points or higher; GPA of 2.0) is required for gen ed and majors credit; C- does not fulfill that requirement. GPA points for each letter grade are provided in the bottom line of the chart.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Pts	360-400	352-359	340-351	320-339	312-319	300-311	280-299	272-379	260-271	240-259	232-239	<232
Min %	90%	88%	85%	80%	78%	75%	70%	68%	65%	60%	58%	<58%
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Response/Feedback Policy: If you have questions that are not answered in the syllabus or the course’s Q/A board, or about your own performance in the class, you should contact the instructors. Responses are usually provided within 48 hours. Questions that are answered on the syllabus or discussion board will not be answered again – you will be directed to those resources. For graded assignments, expect a grade with feedback within 72 hours after a lab or discussion assignment is due. The E-Map, E-Timeline and UNESCO Powerpoint project will take longer to read, provide individual feedback, and assign a grade.

Should you take an Online Course? If you are not well disciplined or don’t have good time management skills, you may quickly fall behind in this course and be unable to catch up. This course is *not* self-paced. Quizzes and assignments are due at set times, and late assignments are not accepted without justification. If you are unable to maintain a certain number of hours each week to watch the lectures, do the readings, watch the videos, take notes, study your notes for the quiz, take the quiz on Monday, and fulfill the assignments, you should not be in this class.

Tips for Success:

- Regularly schedule weekly “class times” for this course as if it were in a traditional classroom.
- Read the helpful information provided on Canvas.
- *Print* the Course Schedule located at the end of this Syllabus and check things off as you go.
- Ask instructors for help or clarification of the material right away. Don’t wait till it’s too late.
- Do your work well *before* the due dates. If your computer goes down when you are trying to submit an assignment or take a quiz, you will need time to get to another machine. Computer problems are *not* acceptable excuses for a late or incomplete assignment.
- Read all the assignment instructions carefully! Failure to follow instructions contributes to loss of points.
- Back up all your work to an external drive or the cloud.

Minimum Technology Requirements: a webcam and microphone for Zoom conferences, uninterrupted broadband connection to the Internet and related equipment, and Microsoft Office Suite (Word, PPT) provided by the university. Access to a printer and scanner (e.g., on your phone) may be needed.

Honorlock is not used during this course. No single graded quiz exceeds 15% of the final grade.

Zoom: Zoom is an easy-to-use video conferencing service available to all UF students and faculty. You can find resources and help using Zoom at <https://ufl.zoom.us>. In this class it is used only for office hours.

Technical Help on Canvas: If you experience technical difficulties, contact the UF Computing Help Desk either by filling out an online request form or calling (352) 392-4357 - option 1. If your technical difficulties will cause you to miss a due date, you **MUST** report the problem to the Help Desk and then email the instructor. Include the ticket number that you are given in an e-mail to the instructor to explain the late assignment or quiz. However, except in extreme circumstances, technical difficulties are **not** an excused reason for a late assignment.

In this class, students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings, lecture material, and other subject matter presented in this course, or beyond the course, as a way of determining whether they agree with their classmates, their instructor, and the authors of those readings. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

University Policies: “This course complies with all UF academic policies regarding syllabi. For information on those policies and for resources for students, please see [this link](#).”

Attendance: “The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.” [The UF Twelve-Day Rule](#) states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor. It is the student athlete’s responsibility to maintain satisfactory academic performance and attendance.

DRC: It is important for students to with accommodation letters from the DRC to *share their accommodation letter* with their instructor and discuss their access needs. Do not simply assume that the instructor has the letter. Follow this procedure as early as possible in the semester. No accommodations will be granted until after the letter is received.

Religious Observances: Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be granted. Please make requests early in the semester.

Academic Dishonesty: If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. *If you have any questions about what constitutes cheating or plagiarism, generative AI, or have concerns about completing an assignment on time, please consult with the instructor.*

Department Conflict Resolution Procedure: Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Department Chair Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Library Resources: The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Can't find what you are looking for? You can [Ask A Librarian](#) for help by email, chat, text, or phone. Or contact **Ginessa Mahar** (Anthropology Librarian): gimahar@ufl.edu, office: Library West Room 500.

Course Reserves: The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

VPN: If you are not using a UF computer, you must **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off-campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>

Schedule of Topics and Assignments by Module - Fall 2025

Unless stated otherwise, assignments are due at 11:59 pm on the date indicated. Quizzes are on Monday except for the Labor Day holiday when it's on Tuesday.

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Aug 18	Aug 19	Aug 20	Aug 21 <i>Classes begin</i>	Aug 22	Aug 23
0 Course Orientation				Read syllabus and all orientation material		Discussion: Get Acquainted (5 pts)
	Aug 25	Aug 26	Aug 27	Aug 28	Aug 29	Aug 30
1 Introduction to Archaeology	Syllabus Quiz (no grade) due			1 Discussion: Everyday Palimpsests – Post (5 pts)		1 Discussion: Everyday Palimpsests – Replies (5 pts)
	Sep 1	Sep 2	Sep 3	Sep 4	Sep 5	Sep 6
2 History of Archaeology	<i>Holiday</i>	Quiz 1 (10 pts)			2 Lab 1: A Feel for Archaeology (10 pts)	
	Sep 8	Sep 9	Sep 10	Sep 11	Sep 12	Sep 13
3 What do Archaeologists Do?	Quiz 2 (20 pts)				3 Lab 2: E-map (15 pts)	
	Sep 15	Sep 16	Sep 17	Sep 18	Sep 19	Sep 20
4 People on the Move I – Out of Africa	Quiz 3 (20 pts)				4 Lab 3: E-timeline (10 pts)	
	Sep 22	Sep 23	Sep 24	Sep 25	Sep 26	Sep 27
5 Making Things	Quiz 4 (20 pts)				5 Choose WCH site (10 pts)	
	Sep 29	Sep 30	Oct 1	Oct 2	Oct 3	Oct 4
6 Making Livelihoods	Quiz 5 (20 pts)			6 Discussion: Archaeology in the News – Post (5 pts)		6 Discussion: Archaeology in the News – Replies (5 pts)
	Oct 6	Oct 7	Oct 8	Oct 9	Oct 10	Oct 11
7 Making Physical Worlds	Quiz 6 (20 pts)				7 World Heritage Project Due (30 pts)	

	Oct 13	Oct 14	Oct 15	Oct 16	Oct 17	Oct 18
8 Making Meaningful Worlds	Quiz 7 (20 pts)				8 Lab 4: Maya Hieroglyphic Writing DUE SUNDAY 10/19 (10 pts)	(homecoming) International Archaeology Day!
	Oct 20	Oct 21	Oct 22	Oct 23	Oct 24	Oct 25
9 Confronting Environmental Challenges	Quiz 8 (20 pts)			9 Discussion: Amazon Historical Ecology – Post (5 pts)		9 Discussion: Amazon Historical Ecology – Replies (5 pts)
	Oct 27	Oct 28	Oct 29	Oct 30	Oct 31	Nov 1
10 Making People: Bodies and Persons	Quiz 9 (20 pts)			10 Discussion: Archaeology of Gender – Post (5 pts)		10 Discussion: Archaeology of Gender – Replies (5 pts)
	Nov 3	Nov 4	Nov 5	Nov 6	Nov 7	Nov 8
11 Making Societies	Quiz 10 (20 pts)			11 Discussion: Archaeology in the News – Post (5 pts)		11 Discussion: Archaeology in the News – Replies (5 pts)
	Nov 10	Nov 11	Nov 12	Nov 13	Nov 14	Nov 15
12 People and Things on the Move	Quiz 11 (20 pts)	<i>Holiday</i>		12 Discussion: In Small Things Forgotten – Post (5 pts)		12 Discussion: In Small Things Forgotten – Replies (5 pts)
	Nov 17	Nov 18	Nov 19	Nov 20	Nov 21	Nov 22
13 Archaeology in the Present and for the Future	Quiz 12 (20 pts)				13 Lab 5 Virtual Archaeology (10 pts) optional	
	Nov 24	Nov 25	Nov 26	Nov 27	Nov 28	Nov 29
	Thanksgiving Holiday Recess					
	Dec 1	Dec 2	Dec 3 <i>Classes End</i>	Dec 4	Dec 5	Dec 6
Last Week of classes	Quiz 13 (20 pts) optional		Final E-Timeline due (20 pts)	Reading Day	Reading Day	