World Archaeological Cultures: European Prehistory
ANTH 501.E01
Department of Anthropology
University of New Hampshire
Spring 2013

Class meetings: Tues/Thurs 3:40–5:00 PM
Instructor: Dr. Marieka Brouwer Burg

Classroom: Horton 215
Email: Marieka.brouwer-burg@unh.edu

Office Hours: Tues/Thurs 1:00–2:00 PM
Office: 307 Huddleston Hall

COURSE DESCRIPTION

- **Prerequisites**: There are no prerequisites for this course.

- **Overview**: While small in comparison to the size of Asia or Africa, the European continent displays great variety in its geography, culture, history, and prehistory. Europe has been the stage for some truly remarkable developments in human biology and culture: the arrival of the first ice age settlers; the early emergence of domestication, agriculture, and use of metallurgy; the development of power hierarchies and elites; and the emergence of town and state-level societies. In this class, we will learn about this storied past of the European continent, and explore some of the prehistoric occurrences that laid the groundwork of the continent that today is one of the richest, well-educated, and culturally diverse in the world.

- **Student learning objectives**: At the successful conclusion of this course, students will be able to:
  - Understand the different geographic regions of modern-day Europe and its general environmental and geologic history
  - Identify the different archaeological periods and define each by characteristic technologies and other cultural achievements
  - Compare and contrast European cultures from different time periods and different regions
  - Recognize the distinguishing characteristics of pre-modern hominids in Europe and modern *Homo sapiens*
  - Describe the important technological, socioeconomic, political, and ideological transitions in European prehistory

- **Methods of instruction**: This course will blend in-class lectures, discussions, debates, and presentations with online assignments and discussion forums.

REQUIRED MATERIALS

- **Textbooks**: One textbook is required for this class. Readings from this textbook are designated in the Weekly Schedule as **PRICE**:


- **Electronic articles**: Articles will be posted on Blackboard (**www.blackboard.unh.edu**) to supplement the textbook material. In the Weekly Schedule below, these articles are designated with a **BB** for Blackboard.

The books listed above can be found at the UNH Bookstore, the Durham Book Exchange or online (Amazon.com, etc.). If you choose to buy your books online, please make sure to order them in before the beginning of the semester.
Generally speaking, I expect that you read the textbook chapter before coming to class on Tuesday, and the electronic articles before coming to class on Thursday. Please make sure to do the readings in advance, as we will be discussing them during class.

COURSE EXPECTATIONS

• **Attendance, Punctuality, and Preparedness** – your success in this class, and in college in general, is directly tied to your presence and preparedness. I appreciate students who demonstrate commitment to the class and their education, and make every effort to arrive and submit assignments on time.

• **Workload** – the expected workload for the course (a four-credit class) is about 2-3 times in-class hours (2.5/week), or between 5-7.5 hours per week. This will vary by week and by student. Overall, you should expect to spend about 7-10 hours/week on each of your courses.

• **Technology** – please show respect for your instructor and fellow students by turning off/silencing your cell phones during class. No texting during class – this is distracting to you and me!

• **Respect** – we will be discussing some controversial and sensitive issues in this class. You will be asked to share your opinion, but you are also responsible for acknowledging that other people may have different opinions than yourself and to show respect.

COURSE GRADING POLICY

<table>
<thead>
<tr>
<th>Task</th>
<th>% of grade</th>
<th>Fixed due dates</th>
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<tbody>
<tr>
<td>I. Critical Review Questions (CRQs)</td>
<td>15%</td>
<td>Due each week online by Monday at 11:59PM; see schedule below</td>
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<tr>
<td>II. Film Reviews</td>
<td>10%</td>
<td>Four total; see schedule below</td>
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<tr>
<td>III. Social Media Project</td>
<td>15%</td>
<td>Due at beginning of class on Tuesday, April 29</td>
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<tr>
<td>IV. Exam I</td>
<td>20%</td>
<td>Thursday, February 27</td>
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<td>V. Exam II</td>
<td>20%</td>
<td>Thursday, April 3</td>
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<tr>
<td>VI. Final Exam</td>
<td>20%</td>
<td>TBA, Final exam week</td>
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<td>TOTAL</td>
<td>100%</td>
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</tbody>
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• **Grading Scale:** A (100 - 93%); A- (92 - 90%); B+ (89 - 87%); B (86 - 83%); B- (82% - 80%); C+ (79 - 77%); C (76 - 73%); C- (72 - 70%); D+ (69 - 67%); D (66 - 60%); F (<59%)

Each item in the Grading Policy is described below.

I. **Critical Review Questions (or CRQs)**

Over the course of the semester, you will be tested on your comprehension of the textbook chapters and electronic articles through brief online assignments called **CRQs**. There will be eleven (11) total CRQs throughout the semester. CRQs will be due at the beginning of the week (**Mondays by 11:59PM**) to ensure you have done the assigned reading. You can access each week’s CRQs through the “CRQ” folder. You have one hour (60 minutes) to complete each CRQ and you must do so in one sitting (you cannot start a CRQ session and finish it later). Each CRQ will be worth roughly 1.5% of your overall grade. These questions are meant to get you thinking critically about the topics we discuss in lecture and are thus worth 15% of your overall grade. **CRQs that are turned in late (up to a week after the initial due date) will only be worth half the original points.**
II. Film Reviews
Throughout the semester we will watch four films in class that relate to lecture and reading material. For these films, you will write a formal review. Before writing the review, you must gather at least two (2) additional references from the web or library that discuss the film, either a professional film review or a source that reflects on the accuracy of the film. If from the web, the references must be from reputable sources. Please include a bibliography at the end of your review. Remember that if you use someone else’s words verbatim, you must “quote” those words and give the source (in parentheses). If you do not provide the quote and source, you are committing plagiarism. So give credit where credit is due! If you do not include a bibliography or include at least sources, you will only receive half credit for the review.

The film reviews should be 400 words in length, and should be submitted through the “Film Review” folder on Blackboard. Half credit will be given for those reviews that are less than 400 words. Film reviews will usually be due the Saturday after the film is shown in class. The purpose of the film review is not to summarize the film (I’ve seen them all already and I know what happens!), but to think critically about the material they portray. For each film review, please answer the following questions:

1. How does the film portray archaeology, archaeologists, or the archaeological period/event of European prehistory?
2. How does the film’s portrayal of European prehistory compare with what you have learned in class, from the readings, or on the internet? To what extent is the film accurate?
3. What is left out of the story that should have been included?
4. What did the film add to your understanding of European prehistory?

Be as specific as possible in answering these questions, and make sure to substantiate your observations with specific facts from the film and from your two additional sources. NB: Film names are underlined or italicized, not “quoted.” If you miss a film showing, many are available at the UNH library or you may ask to watch my personal copies during office hours. Film summaries will be accepted up to one week after their original due date for half points.

III. Social Media Project
For this assignment, you will develop a social media project related directly to a topic, site, culture, or archaeologist covered in any of the sections of this course. Social media options for this project are presented below, but you are welcome to use a different social media outlet if you desire. This assignment will consist of two main parts (1) making a social media profile (whether real or fictitious) and (2) presenting your social media profile to the class during the last week of class. This project is meant to get you thinking creatively about the material we cover in this class, so you are welcome to make an actual social media account for the project, but you are not required to do so. You are required to generate a product that presents substantive information following a social media format.

You will be graded on the following items:

- How effectively you engage course material in your chosen social media format (you must cover topics from European Prehistory in a substantive way)
- How well your project is presented (you must show that time, effort, care and creativity went into the final product).

Whatever social media venue you use, you need to research your topic, site, culture, or archaeologist in European Prehistory using at least four (4) sources. You must include a bibliography of your references with the final assignment when you hand in (all websites used as well as specific sections of your book or any other books used, journal articles, etc. Any reference format is acceptable, just be consistent). Your project must present and engage at least 10 substantive facts about your topic in your media format. For presentation grading, your social media projects need to be more than just text. It must include pictures and/or other graphics, be free from major grammatical/spelling errors, and be aesthetically coherent and neat/orderly (i.e., not sloppy or hastily compiled). A strong project will be one that is factually sound, written in your own words, well researched and appropriately referenced, expansive and creative, and presented in a well-designed end product.
This assignment is worth 15% of your overall grade in the course. Half of the points will be awarded based on the detail and factualness of your project and half of the points will be based on your presentation and creativity in contextualizing your selected topic(s). This project is due at the beginning of class on **Tuesday, April 29 at 3:40pm**. You will each briefly (5-10 minutes) present your social media project to the class. You may hand in your assignment in whatever format you feel is most effective for your presentation: you may bring it to class in hard copy form, you may upload a digital version to Blackboard before the start of class on April 29, or you may provide a link to your live social media page. If you wish to upload a digital version or provide a link, please do so under the “Social Media Project” folder on Blackboard. Late assignments will be accepted up to a week after the original due date for half credit.

**Social Media Options:**

- **Facebook:** Design a Facebook profile for a key figure in European Prehistory. You can be creative with your figure. It need not be a person; it could also be a significant find, burial, DNA, theory, etc., as long as it is something strongly related to this course. Select a cover photo, fill out your figure’s profile, timeline, create status updates, friends, wall posts, etc. that relate to your figure and the course material. If you choose not to create a live Facebook profile on the web, you could instead make a mock Facebook page involving a word document with a mixture of pictures, posts, and text; a poster board; and/or a PowerPoint digital poster, one large slide formatted to look like a Facebook profile.

- **LinkedIn:** Design a LinkedIn profile for a key figure in European Prehistory (similar to Facebook instructions except instead of the social aspects this option has a professional tone). The chosen subject is advertising themselves to prospective employers. Develop your figure’s profile, include their current employment, past employment, education, professional summary with skill sets, picture, etc. If you choose not to create a live LinkedIn profile, you could instead make a mock LinkedIn page involving a word document with a mixture of pictures, posts, and text; a poster board; and/or a PowerPoint digital poster, one large slide formatted to look like a LinkedIn profile.

- **Twitter:** Create a Twitter profile and tweet about the thoughts and daily happenings of the selected person/site/artifact/culture as related to the attributes learned about in class. It would be good to include tweets at other subjects using the “@” symbol, to show relationships between subjects. For instance, if you select being a Neanderthal, you may want tweets between you and *Homo sapiens*. Create twitter conversations with the people that they choose to interact with. If you choose not to create a live Twitter profile, you could instead make a mock Twitter profile involving a word document with a series of tweets and twitter conversations (with different pictures of the tweeters); a poster board; and/or a PowerPoint digital poster, one large slide formatted to look like a Twitter account.

- **Instagram:** Create a fake Instagram account for a selected topic, artifact, site, culture, or archaeologist and communicate their interests and characteristic attributes via photo sharing. Find and take pictures that relate to the life or nature of your subject, their personality, and the characteristic traits that make them significant from a course standpoint. These could be pictures from real life situations or pictures of situations or props you create and then photograph. Once uploaded, create tags or comments that explain the significance of these photos as related to the course. If you choose not to create a live account, you could instead make a mock Instagram profile involving a word document with a series of pictures and tags/comments; a poster board; and/or a PowerPoint presentation where each slide is a picture post with a tag and comment.
Note: this concept would work for other photo sharing applications like Flickr and Tumblr as well.

IV–VI. Exams
There will be three exams based on the lectures, readings, and films covered in the course. The two midterms exams will be held Thursday, February 27 and Thursday, April 3. The final exam will be held during final exam week, time and day TBA. These exams are meant to test your comprehension of the material we have covered. Each exam will be worth 20% of your overall grade, and will consist of a mixture of multiple choice, true/false, short-answer, and essay questions. The final exam will not be cumulative.

COURSE POLICIES

- **Grading procedures:** all assignments will be graded within one week of the due date unless otherwise stated. Grades will be based on the thoroughness and originality of the answers. You can check your grades by selecting the “My Grades” in the Blackboard course module.

- **Class participation:** all students are required to participate in in-class discussions of readings and topics, as well as oral presentations and debates. Failure to do so will negatively impact your overall grade. Grades will be awarded based on the student’s ability to demonstrate comprehension of material.

- **Communicating with the Instructor:** the best way to get in touch with me is through email (marieka.brouwer-burg@unh.edu). I will make every attempt to get in touch within 24 hours of your message. I will also be holding weekly office hours for the purpose of fielding your questions and concerns.

- **Missed/late assignments:** late assignments will be accepted up to one week after the assignment was originally due and are worth half of the original points.

- **Reporting illness and family emergencies:** if you are sick or have a family emergency, please let me know as soon as possible, preferably before a presentation or exam. This will impact your ability to make up work.

- **Extra credit opportunities:** Generally speaking, I do not offer extra credit.

- **Collaboration:** All readings and assignments must be completed by you and should not be done in collaboration with fellow students, unless otherwise stated (i.e., if it is a GROUP project).

- **University Academic Honesty Policy:** both students and faculty at the University of New Hampshire are expected to conduct their studies and research with academic integrity. See Student Rights, Rules, and Responsibilities at www.unh.edu/student/rights/. In the classroom, you should be aware that there are Conduct Rules and Regulations that must be followed. Specifically, “acts of dishonesty […]including] cheating, plagiarism, or other forms of academic dishonesty […]as well as] disruption or obstruction of teaching” is subject to disciplinary sanctions. For more on what plagiarism is, please visit this website: http://www.unh.edu/liberal-arts/plagiarism/plagiarismHome.cfm.

- **Student Disability Support:** the University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with the Disability Services for Students (DSS).
WEEKLY SCHEDULE

***Note: this schedule is subject to change. Please check Blackboard to stay up to date with any schedule changes. Also, please read the assigned chapters and articles in preparation for the day they are assigned. We will be reviewing and discussing these readings in class.

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS (in RED)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction and syllabus</strong></td>
<td>- BB Price ch. 1 (excerpt from <em>Images of the Past</em>)</td>
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<td>1/21–1/23</td>
<td>What is Archaeology?</td>
<td>- BB “Archaeological Dating Techniques”</td>
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<td>Relative and Absolute Dating</td>
<td>- CRQs 1 due Friday, January 24 by 11:59PM</td>
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<td>Week 2</td>
<td><strong>The European Stage</strong></td>
<td>- PRICE ch. 1</td>
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<td>1/28–1/30</td>
<td>Geography and Environment</td>
<td>- BB Milisauskas ch. 2</td>
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<td>Past Climate</td>
<td>- CRQs 2 due Monday, January 27 by 11:59PM</td>
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<td>History of European Prehistory</td>
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<td>Week 3</td>
<td><strong>Lower Paleolithic: the First Europeans (c. 1.4 mya–250 kya)</strong></td>
<td>- PRICE ch. 2 (read up to section titled “Neanderthals”)</td>
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<td>2/4–2/6</td>
<td><em>H. erectus</em> and <em>H. heidelbergensis</em></td>
<td>- BB Carbonell 2008</td>
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<td>- BB Lordkipanidze 2013</td>
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<td>- BB Thieme 1997</td>
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<td>- BB Toro-Moyano 2013</td>
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<td>- CRQs 3 due Monday, February 3 by 11:59PM</td>
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<td>Week 4</td>
<td><strong>Middle Paleolithic: Age of Neanderthals (250–30 kya)</strong></td>
<td>- PRICE ch. 2 (read from section titled “Neanderthals” to end of chapter)</td>
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<td>2/11–2/13</td>
<td>Film: <em>The Minds Big Bang</em></td>
<td>- BB Callaway 2013</td>
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<td>- BB Choi 2013</td>
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<td>- BB Dediu 2013</td>
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<td>- BB Lemonick 2013</td>
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<td>- CRQs 4 due Monday, February 10 by 11:59PM</td>
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<td>- Film review 1 for <em>The Minds Big Bang</em> due Saturday, February 15 by 11:59PM</td>
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<td>Week 5</td>
<td><strong>Upper Paleolithic: The Creative Explosion (c. 40–10 kya)</strong></td>
<td>- PRICE ch. 3 (read up to section titled “The Last Hunters”)</td>
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<td>2/18–2/20</td>
<td>Middle–Upper Paleolithic transition</td>
<td>- BB Bar-Yosef 2002</td>
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<td>Spread of <em>H. sapiens sapiens</em></td>
<td>- BB Duarte 1999</td>
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<td>Upper Paleolithic Revolution</td>
<td>- BB Clottes 2005</td>
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<td>Film: <em>Cave of Forgotten Dreams</em> (begin Thursday and continue on Tuesday, February 25)</td>
<td>- BB Conrad 2009</td>
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<td>- CRQs 5 due Monday, February 17 by 11:59PM</td>
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<tr>
<td>Week 6</td>
<td><strong>Upper Paleolithic: The Creative Explosion (continued)</strong></td>
<td>- PRICE ch. 3 (read up to section titled “The Last Hunters”)</td>
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<td>2/25–2/27</td>
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<td>- EXAM 1 on Thursday, February 27 in class</td>
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### Week 7 3/4–3/6
**Post-Glacial Period: The Last Hunters (c. 10–6 kya)**
- The Mesolithic Age
- Southern Europe
- England and Ireland
- Northern England

- **PRICE** ch. 3 (read from section titled “The Last Hunters” to end of chapter)
- **BB** Boric 2003
- **BB** Conneller and Schadla-Hall 2003
- **BB** Rose 1995
- **BB** Louwe-Kooijmans 2005
- **BB** Woodman 1981
- **CRQs** 6 due Monday, March 3 by 11:59PM

### Week 8 3/11–3/13
**SPRING BREAK!**
- No class

### Week 9 3/18–3/20
**The First Farmers (c. 7,000–4,000 B.C.)**
- The Neolithic Age
- Origins and spread of agriculture and domestication
- Linearbandkeramik (LBK) and emergence of regional pottery styles
- Polished flint axes and mining
- Lake dwellings

- **PRICE** ch. 4 (read up to section titled “Rudna Glava, Serbia”; continue from section titled “Passo di Corvo, Italy” to “Ötzi, Italy”)
- **BB** Akeret 1999
- **BB** Bickle et al. 2011
- **BB** Curry 2013
- **BB** Peplow 2013
- **BB** Skogland 2012
- **CRQs** 7 due Monday, March 17 by 11:59PM

### Week 10 3/25–3/27
**The First Farmers (continued)**
- Burial patterns & Megaliths
- Rock Art
- Òtzi the Ice Man
- Film: *Iceman Murder Mystery*

- **PRICE** ch. 4 (read from section titled “Ötzi, Italy” to end of chapter)
- **BB** Dickson 2005
- **BB** McClure et al. 2008
- **BB** Parker Pearson 2006
- **CRQs** 8 due Monday, March 24 by 11:59PM
- **Film Review** 3 due by Saturday, March 29 at 11:59PM
- **Film Review 2** due by Saturday, March 1 at 11:59PM – submit via Blackboard

### Week 11 4/1–4/3
**The First Farmers (continued)**
- The Copper Age or Chalcolithic
- Emergence of metal working

- **PRICE** ch. 4 (read sections titled “Rudna Glava, Serbia” and “Varna, Bulgaria”)
- **BB** Maggi and Pearce 2005
- **EXAM 2** on Thursday, April 3 in class

### Week 12 4/8–4/10
**The Bronze Age in the Aegean (2000–1200 B.C.)**
- First Palace Civilizations in Europe
- Minoan Crete
- Mycenaean Greece

- **PRICE** ch. 5 (read to section titled “The Bronze Age North of the Alps”)
- **BB** Day 2011
- **BB** Gallafent 2013
- **BB** Knappett 2011
- **BB** Schoep 1999
- **CRQs** 9 due Monday, April 7 by 11:59PM

### Week 13 4/15–4/17
**The Bronze Age North of the Alps (2500–600 B.C.)**

- **PRICE** ch. 5 (read from section titled “The Bronze Age North of the Alps” to
<table>
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<tr>
<th>Bell Beaker phenomenon</th>
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<td>Amesbury Archer</td>
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<td>Fluorescence of metal working</td>
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<td>Sea trade and long-distance trade</td>
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<td>Urnfield Period</td>
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end of chapter)  
- **BB** Fitzpatrick 2011  
- **BB** Holst et al. 2001  
- **BB** Taylor 1990  
- **BB** Uluburun website  
- **CRQs 10** due Monday, April 14 by 11:59PM

**Week 14**  
4/22–4/24  
**The Iron Age (800–140 B.C.)**  
Hillforts  
Hallstatt and La Tène cultures  
Bog Bodies, guest lecturer: Prof. Eleanor Harrison-Buck  
Film: *The Perfect Corpse*  

- **PRICE** ch. 6  
- **BB** Doward 2013  
- **BB** Hummler 2009  
- **BB** Loughton 2009  
- **BB** Poppick 2013  
- **BB** Tollund Man website  
- **CRQs 11** due Monday, April 22 by 11:59PM  
- **Film Review 4** due by Saturday, April 26 at 11:59PM – submit via Blackboard

**Week 15**  
4/29–5/1  
**Lessons from the Past**  
Course wrap up  

- **PRICE** epilogue  
- **Social Media Project** presentations in class on Tuesday, April 29 and Thursday, May 1

**Week 16**  
5/6–5/8  
**Final Exam Week**  

- **FINAL EXAM** in class, date and time TBA
ANTH 501
World Archaeological Cultures: European Prehistory

Spring 2014

Name:

Year:

Major:

Email:

Phone:

Why are you taking this course?

Have you ever taken a class in archaeology? If so, what course?

What other ways have you learned about archaeology?

What are your interests, hobbies, things you like to do?

I have read this syllabus in its entirety and understand the requirements of this course and what is expected of me.

_____________________________________________________________________

(student signature)