



**FLORIDA
ATLANTIC
UNIVERSITY**

**NEW COURSE PROPOSAL
Undergraduate Programs**

Department Anthropology

College Arts & Letters

(To obtain a course number, contact erudolph@fau.edu)

UUPC Approval _____
 UFS Approval _____
 SCNS Submittal _____
 Confirmed _____
 Banner Posted _____
 Catalog _____

Prefix ANT
Number
3114

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course

Lecture

Course Title

Stones and Bones: Unearthing the Past

Credits (See Definition of a Credit Hour)

3

Grading (Select One Option)

Regular

Sat/UnSat

Course Description (Syllabus must be attached; see [Template and Guidelines](#))

Archaeology, the study of the material culture of past peoples, is packed with (literally) groundbreaking research. In this course, we'll explore archaeology's greatest discoveries and most famous sites and learn about the cutting-edge science behind the study of the ancient world.

Effective Date (TERM & YEAR)

Spring 2024

Prerequisites, with minimum grade*
n/a

Corequisites
n/a

Registration Controls (Major, College, Level)

**Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

WAC/Gordon Rule Course

Yes

No

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See [WAC Guidelines](#).

Intellectual Foundations Program (General Education) Requirement (Select One Option)

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See [Intellectual Foundations Guidelines](#).

Minimum qualifications to teach course

Ph.D. in Anthropology or related discipline

Faculty Contact/Email/Phone

Katharine Napora/knapora@fau.edu/7576519807

List/Attach comments from departments affected by new course

None affected

Approved by

Department Chair

Michael B. Harris

College Curriculum Chair

Eric Hanna

College Dean

[Signature]

UUPC Chair

Korey Sarge

Undergraduate Studies Dean

UFS President

Provost

Date

4/17/23

10/16/2023

10/26/23

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

ANT 3114

Stones & Bones: Unearthing the Past

Spring 2024

DAY/TIME

3 Credit Hours

Social Science Building, Room ###



Instructor Information

Professor Katharine Napora

Email: knapora@fau.edu

Office Phone: 561-297-0408

Office Hours: *DAY/TIME*

Room 177

777 Glades Road, SO171

Boca Raton, FL 33431

If you can't make the office hours, please email me at knapora@fau.edu and we can set up another time that works for both of us to meet in person or on Zoom.

Course Description

Archaeology, the study of the material culture of past peoples, is packed with (literally) groundbreaking research. In this course, we'll explore archaeology's greatest discoveries and most famous sites and learn about the cutting-edge science behind the study of the ancient world.

Prerequisites/Corequisites

None.

Instructional Method

In-person class. Instructor will live stream the class for remote synchronous attendance. In-person attendance not required.

Required Texts/Materials

There is no textbook for this course. Weekly assigned readings will include journal articles, websites, public archaeology pieces, and popular science shorts, as listed in the Course Topical Outline. Short videos will also be assigned. All assignments are provided as links or as .pdfs on the course website.

Course Objectives/ Student Learning Outcomes

- Recognize key concepts in archaeology.
- Comprehend the methodologies used in and the importance of the findings from major archaeological discoveries around the world.
- Synthesize arrays of scientific and textual information through experiential activities to make interpretations about archaeological sites.
- Practice articulating scientific findings for a variety of audiences.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Attendance & Participation	15%
Weekly Reading Responses	25%
Tests	40% (2 tests, 20% each)
Final Exam	20%

Attendance & Participation

Attendance of both in-person and remote attendees will be taken at the beginning of each class. This portion of the grade includes full participation in and contribution to group activities/discussions in class. You can miss up to 2 (unexcused) classes without a penalty.

Weekly Reading Responses

You will turn in a weekly reading response answering all of the questions on the Schedule of Topics about the assigned readings/videos. Your reading response should be 300-500 words total and should be uploaded as a file to the Canvas website at least 1 hour before the first class of the week begins.

Tests & Final Exam

There will be 2 tests as well as a final exam in this course. The tests and final exam are interpretations of (in these cases, hypothetical) sites similar to the site interpretations we conduct in class; they require you to interpret data, synthesize information, and draw conclusions. Tests and final exam are open-notes and will be posted to the course website. The tests and final exam are timed: you have 2 hours once you start the test on Canvas to upload your answer. You have a 1-week period in which to set aside these 2 hours to take each test. You must take the tests and final exam by yourself without help.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter grades are assigned as follows: A = 93 and above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 75-79.9; C = 70-74.9; D = 60-69.9; F = 59.9 and below.

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process.

Policy on Make-up Tests, Late work, and Incompletes

Unexcused late work will be reduced by 10 points for each day late and will not be accepted beyond the 4th day after the assignment was due. Make-up tests will not be available except in exceptional circumstances; students are expected to set aside the appropriate time to take the exam within the exam period. Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Statement on Course Content

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

The instructor reserves the right to adjust this syllabus as necessary.

Course Topical Outline

Week 1 Tuesday January 10th & Thursday January 12th	Course Introduction & What is Archaeology? Assignments: none
Week 2 Tuesday January 17th & Thursday January 19th	How Do We Know What We Know About the Past? Assignments: <ul style="list-style-type: none">• read: The Archaeological Institute of America’s Archaeology 101 (pdf)• read: Neusius and Gross 2013 Archaeological Fieldwork (pdf)• read: Neusius and Gross 2013: Archaeological Lab Analysis (pdf) <i>Think about:</i> <ul style="list-style-type: none">-What is archaeology? What is culture?-How is archaeological fieldwork conducted?-What are some of the laboratory methods used in archaeology?
Week 3 Tuesday January 24th & Thursday January 26th	The Really Ancient World Assignments: <ul style="list-style-type: none">• look through: Smithsonian National Museum of Natural History’s Human Evolution Interactive Timeline (https://humanorigins.si.edu/evidence/human-evolution-interactive-timeline) <i>Think about:</i> <ul style="list-style-type: none">-What does it mean to be human?-What were the major milestones on the journey to humanhood? <ul style="list-style-type: none">• listen to the podcast: https://leakeyfoundation.org/rising-star/ LOCATION: SOUTH AFRICA <i>Think about:</i> <ul style="list-style-type: none">-What was discovered in Rising Star Cave?-How does this discovery shed new light on what it means to be human?
Week 4 Tuesday January 31st & Thursday February 2nd	Cabinets of Curiosities: The History of Archaeology Assignments: <ul style="list-style-type: none">• read: “The Fascination of History” pp. 189-193 in Flinders Petrie’s 1904 book <i>Methods & Aims in Archaeology</i> (pdf) <i>Think about:</i> <ul style="list-style-type: none">-How was the allure of history and archaeology envisioned in the West at the beginning of the 20th century?-How is this viewpoint similar to or different from our viewpoints today? <ul style="list-style-type: none">• read: “Introduction,” pp. 3-28 in Yunchiahn C. Sena’s 2019 book <i>Bronze and Stone: The Cult of Antiquity in Song Dynasty China</i> (pdf) LOCATION: CHINA <i>Think about:</i>

	<p>-How did elite people in Song Dynasty China think about history and ancient objects? -How is this viewpoint similar to or different from our viewpoints today?</p>
<p>Week 5</p> <p>Tuesday February 7th & Thursday February 9th</p>	<p style="text-align: center;">Cities & Palaces: Centers of Ancient Power</p> <p>Assignments:</p> <ul style="list-style-type: none"> • watch: the short video on the Cahokia Augmented Reality project (https://cahokiamounds.org/augmented-reality-project/) LOCATION: ILLINOIS, USA <i>Think about:</i> -How can augmented reality help bring the past to life? • watch/read: take an immersive web tour of the city of Persepolis as it would have looked 2500 years ago (https://persepolis.getty.edu) (turn sound on to enhance experience) LOCATION: IRAN <i>Think about:</i> -What was the architecture of the palace of Persepolis like, what was the purpose of this architecture, and what impact would it have had on ancient visitors? • read: Hansen et al. 2022. LiDAR analyses in the contiguous Mirador-Calakmul Karst Basin, Guatemala: an introduction to new perspectives on regional early Maya socioeconomic and political organization. <i>Ancient Mesoamerica</i>. In press. (pdf) LOCATON: GUATEMALA <i>Think about:</i> -What methods did the researchers use to identify these sites, and what about this method is particularly useful in the environmental context of this study? • read: Yirka 2022. “Huge 2,000-year-old Mayan civilization discovered in northern Guatemala” on phys.org (https://phys.org/news/2022-12-huge-year-old-mayan-civilization-northern.html) (Hansen et al. article summarized for a general audience) <i>Think about:</i> -How is the journal article translated to make it understandable for the general public?
<p>Week 6</p> <p>Tuesday February 14th & Thursday February 16th</p>	<p style="text-align: center;">Mummies, Burials, & Bones: Forensic Archaeology</p> <p>DUE: TEST 1 (due online at 11:59 PM on Thursday, February 16th)</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: Appleby et al. 2015. Perimortem trauma in King Richard III: a skeletal analysis. <i>The Lancet</i> 385: 253-259. (pdf) LOCATION: ENGLAND <i>Think about:</i> -What evidence do the researchers use to determine that this skeleton is Richard III? -What evidence indicates how Richard III died? • read: all sections in drop-down menu under “Ötzi the Iceman” (https://www.iceman.it/en/the-iceman/#) LOCATION: ITALY <i>Think about:</i> -What scientific techniques were used on Ötzi’s remains to help tell his story? -How do the artifacts, find location, and bioarchaeology together tell a fuller picture of Ötzi’s life and death?

<p>Week 7</p> <p>Tuesday February 21st & Thursday February 23rd</p>	<p style="text-align: center;">Studying the Skies: Ancient Astronomy</p> <p>Assignments:</p> <ul style="list-style-type: none"> • watch: Heritage Ireland Newgrange Winter Solstice Recording 2021 (watch 8:05 – 12:50 and 15:40 – 20:25) (https://heritageireland.ie/winter-solstice/) LOCATION: IRELAND Think about: -According to the researchers, what would have been the visual and psychological impact on ancient people experiencing the Winter Solstice at Newgrange? -How do descendant communities in the 21st century keep alive traditions tied to archaeological sites? • read: Daley 2016. Smithsonian Magazine. Ancient Arabic Text Shines Light on Massive Supernova. (https://www.smithsonianmag.com/smart-news/ancient-arabic-text-shines-light-massive-supernova-180958942/) LOCATION: TURKMENISTAN Think about: -How can evidence from one location help archaeologists to interpret sites and texts in other locations?
<p>Week 8</p> <p>Tuesday February 28th & Thursday March 2nd</p>	<p style="text-align: center;">Food & Drink in Antiquity</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: Stub 2020 “Ancient Beer is Craft’s New Frontier” (https://www.sapiens.org/archaeology/ancient-beer/) Think about: -How does tying the past to popular trends help broaden the appeal of archaeology to the public? • read: Ryan 2022 “Swinomish Tribe builds U.S.’s first modern ‘clam garden,’ reviving ancient practice” on NPR’s KUOW (https://www.kuow.org/stories/tribe-builds-united-states-first-clam-garden-in-centuries) LOCATION: BRITISH COLUMBIA, CANADA Think about: -How can some ancient or traditional practices be revived to help communities and the environment today?
<p>Week 9</p>	<p style="text-align: center;">-Spring Break- (no classes)</p>
<p>Week 10</p> <p>Tuesday March 14th & Thursday March 16th</p>	<p style="text-align: center;">Seafaring, Pirates, and Shipwrecks: Maritime Archaeology</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: all sections in “About the Mary Rose” (https://maryrose.org/about-the-mary-rose/) LOCATION: ENGLAND Think about: -Why is the Mary Rose so well-preserved? -Who were the people whose remains were found on the Mary Rose, and what evidence did researchers use to identify them? • read/watch: Amos, J. 2022. Endurance: Shackleton's lost ship is found in Antarctic. BBC. (https://www.bbc.com/news/science-environment-6066254)

<p>Week 10 (continued)</p>	<p>LOCATION: ANTARCTIC <i>Think about:</i> -Why is the Endurance so well-preserved? -What artifacts were found on the Endurance, and why?</p> <ul style="list-style-type: none"> • read: look through the website of the Queen Anne’s Revenge Project: Natural and Cultural Resources (https://www.qaronline.org) LOCATON: NORTH CAROLINA, USA <i>Think about:</i> -What evidence supports the identification of this ship as the Queen Anne’s Revenge?
<p>Week 11 Tuesday March 21st & Thursday March 23rd</p>	<p style="text-align: center;">The Archaeology of Animals & Plants</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: Price, M. 2022. Jamestown colonists may have kept, eaten indigenous American dogs. Science. March 31. https://www.science.org/content/article/jamestown-colonists-may-have-kept-eaten-indigenous-american-dogs. LOCATION: VIRGINIA, USA <i>Think about:</i> -What methods did the researchers use to determine the origin of the dogs? • read: O’Regan, H., et al. 2006. Medieval big cat remains from the Royal Menagerie at the Tower of London. <i>International Journal of Osteoarchaeology</i> 16(5): 385 – 394. (pdf) LOCATION: ENGLAND <i>Think about:</i> -What insights into early menageries do the faunal remains provide? • watch: Minnis, P.E. 2022. Archaeobotany: Ancient Plants for the Past and Future. Society for American Archaeology. https://www.youtube.com/watch?v=C9PJPYb6qRI. <i>Think about:</i> -What can plant remains in archaeological sites tell us about life in the past? -How can paleoethnobotany help improve resilience today?
<p>Week 12 Tuesday March 28th & Thursday March 30th</p>	<p style="text-align: center;">The Ultimate Sacrifice</p> <p>DUE: TEST 2 (due online at 11:59 PM on Thursday, March 30th)</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: Baadsgaard et al. 2011. Human sacrifice and intentional corpse preservation in the Royal Cemetery of Ur. <i>Antiquity</i> 85(327): 27-42. doi:10.1017/S0003598X00067417. (pdf) LOCATION: IRAQ <i>Think about:</i> -How does the bioarchaeological evidence from this study differ from previous interpretations? -What role did human sacrifice play in Sumerian culture? • read: Wilson et al. 2013. Archaeological, radiological, and biological evidence offer insight into Inca child sacrifice. PNAS 110(33): 13322 – 13327. (pdf) LOCATON: ARGENTINA/CHILE BORDER <i>Think about:</i> -What methods were used by the researchers to study the human remains? -What role did human sacrifice play in Inca culture?

<p>Week 12 (continued)</p>	<ul style="list-style-type: none"> • read: Henriques, M. 2022. The mystery of the human sacrifices buried in Europe's bogs. BBC. (https://www.bbc.com/future/article/20220907-the-mystery-of-the-human-sacrifices-buried-in-europes-bogs) LOCATION: NORTHWEST EUROPE <i>Think about:</i> -What role did human sacrifice play in Western European Iron Age culture?
<p>Week 13</p> <p>Tuesday April 4th & Thursday April 6th</p>	<p style="text-align: center;">Frozen in Time: Glimpses into the Past</p> <p>Assignments:</p> <ul style="list-style-type: none"> • watch: A Day in Pompeii (reconstruction of the Vesuvius eruption and what it would have looked like in Pompeii) (https://www.youtube.com/watch?v=dY_3ggKg0Bc) LOCATION: ITALY <i>Think about:</i> -How can graphics experts and videographers work together with archaeologists to help bring the past to life? • watch: This Ancient Chinese Tomb May Once Have Had A Flowing River Of Mercury! (from Unearthed) (https://www.youtube.com/watch?v=vSJ8OoIps2k) LOCATION: CHINA <i>Think about:</i> -What indicators of status does the video mention Emperor Qin's tomb contains? -Why might opening Emperor Qin's tomb be detrimental to its preservation? • read: Zhao, G., et al. 2020. Mercury as a Geophysical Tracer Gas - Emissions from the Emperor Qin Tomb in Xi'an Studied by Laser Radar. <i>Scientific Reports</i> 10, 10414. https://doi.org/10.1038/s41598-020-67305-x. (pdf) <i>Think about:</i> -What methods were used by the researchers to study Emperor Qin's tomb? -How does the science support the historical records?
<p>Week 14</p> <p>Tuesday April 11th & Thursday April 13th</p>	<p style="text-align: center;">Understanding the Evidence: Pseudoscience and Archaeology</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: Anderson, D.S. 2019. "I Don't Believe, I Know": The Faith of Modern Pseudoarchaeology. <i>The SAA Archaeological Record</i>. November. Pp 31 – 34. http://onlinedigeditions.com/publication/?m=16146&i=634462&p=36&ver=html5. <i>Think about:</i> -What are some of the common phrases and techniques used in pseudoarchaeological claims? -What does the author suggest archaeologists can do to combat pseudoarchaeology? • watch: Ancient Apocalypse Official Trailer. Netflix. https://www.youtube.com/watch?v=DgvaXros3MY. <i>Think about:</i> -How is the show <i>Ancient Apocalypse</i> presented in the trailer? How does the trailer connect with the common phrases and techniques discussed in Anderson 2019? • read: Sandweiss, D.H. 2022. Letter from the Society for American Archaeology to Netflix Concerning "Ancient Apocalypse" Series. (pdf) <i>Think about:</i>

	<p>-Why is the Society for American Archaeology, the premier professional archaeological organization in the U.S., concerned about the Netflix series <i>Ancient Apocalypse</i>?</p>
<p>Week 15</p> <p>Tuesday April 18th & Thursday April 20th</p>	<p style="text-align: center;">Looking to the Past for a Better Future</p> <p>Assignments:</p> <ul style="list-style-type: none"> • read: “About” section of the Conservation Paleobiology Network website (https://conservationpaleorcn.org) <i>Think about:</i> -What is conservation paleobiology, and what fields contribute to it? • read: Upton, J. 2015. Ancient Sea Rise Tale Told Accurately for 10,000 Years. Scientific American. (https://www.scientificamerican.com/article/ancient-sea-rise-tale-told-accurately-for-10-000-years/) LOCATION: AUSTRALIA <i>Think about:</i> -How can Indigenous oral histories illuminate ancient environments and climate change? • read: Reeder-Myers, L. et al. 2022. Indigenous oyster fisheries persisted for millennia and should inform future management. <i>Nature Communications</i> 13: 2383. https://doi.org/10.1038/s41467-022-29818-z. (pdf) LOCATIONS: NORTH AMERICA & AUSTRALIA <i>Think about:</i> -How can understanding long-term sustainable practices from archaeological evidence support resilience in the 21st century?
<p>Thursday April 27th</p>	<p>DUE: FINAL EXAM (due online at 11:59 PM on Thursday, April 27th)</p>