
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Anthropology <b>College</b> Arts & Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> ANT  <b>Number</b> 3143	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Archaeology of Europe
<b>Credits</b> <i>(See Definition of a Credit Hour)</i> 3	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i> This course presents a broad overview of the archaeology of Europe from the continent's earliest settlement to the post-Medieval period. We will examine aspects of past lifeways, including economics, trade, social stratification, conflict, and human-environment interactions through analyses of material culture.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Spring 2024	<b>Prerequisites, with minimum grade*</b> n/a		<b>Corequisites</b> n/a
		<b>Registration Controls</b> <i>(Major, College, Level)</i>	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b> Ph.D. in Anthropology or related discipline			
<b>Faculty Contact/Email/Phone</b> Katharine Napora/knapora@fau.edu/7576519807		<b>List/Attach comments from departments affected by new course</b> None affected	
<b>Approved by</b> Department Chair <u>Minda Effner</u> College Curriculum Chair <u>Eric Hanne</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			<b>Date</b> 17 April 2023 <u>10/16/2023</u> 

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



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# ANT 3143

## Archaeology of Europe

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Spring 2024

*DAY/TIME*

3 Credit Hours

*BUILDING, Room ###*



### Instructor Information

**Professor Katharine Napora**

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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](mailto: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

This course presents a broad overview of the archaeology of Europe from the continent's earliest settlement to the post-Medieval period. We will examine aspects of past lifeways, including economics, trade, social stratification, conflict, and human-environment interactions through analyses of material culture.

### 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, book chapters, academic websites, public archaeology pieces, and popular science shorts. Short videos will also be assigned. These are provided as .pdfs or links on the course website.

## Course Objectives/ Student Learning Outcomes

- Recognize key concepts and themes in the archaeology of Europe.
- Explain major heritage science methodologies utilized in 21<sup>st</sup> century European archaeology.
- Interpret and synthesize a wide range of scientific data and textual information related to the archaeology of Europe.

## 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/](http://www.fau.edu/sas/).

## Course Evaluation Method

<b>Attendance &amp; Participation</b>	<b>10%</b>
<b>Journal Article Summaries (2)</b>	<b>30%</b>
<b>Tests</b>	<b>40% (2 tests, 20% each)</b>
<b>Final Exam</b>	<b>20%</b>

## Attendance & Participation

Attendance 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.

## Journal Article Summaries

Over the course of the semester, you will select 2 peer-reviewed journal articles (highlighted in blue in the Course Topical Outline) from the class list of assigned readings and compose a summary of the article's main points. Your summary must include the following 4 sections:

- 1) What question(s) is/are the researchers answering?
- 2) What methods do the researchers employ in this study, and what information do these methods provide?
- 3) Definitions of jargon from the article.

*and*

- 4) Your response to the article. Do you have lingering questions about the topic or methods, or points to make about the article's interpretations of the data? Can you think of ways in which the methods used in this article could be used to study other topics we have discussed in class?

Each summary should be 500-750 words total and must 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. Tests and final exam are open-notes and will be posted to the course website. The tests and final exam are timed: you have 1.5 hours in which to finish once you start the test on Canvas. You have a 1-week period in which to set aside these 1.5 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](http://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 4<sup>th</sup> 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

<b>Week 1</b> Tuesday January 10 <sup>th</sup> & Thursday January 12 <sup>th</sup>	<b>Introduction &amp; Archaeology 101</b>  <u>Assignments:</u> none
<b>Week 2</b> Tuesday January 17 <sup>th</sup> & Thursday January 19 <sup>th</sup>	<b>Overview of Methods in 21<sup>st</sup> Century Archaeology</b>  <u>Assignments:</u> <b>Read:</b> Cunliffe, Barry. 2008. Chapter 1: Ways of Seeing: Space, Time and People. In <i>Europe Between the Oceans</i> . New Haven: Yale University Press. Pp. 1-30.  TBA
<b>Week 3</b> Tuesday January 24 <sup>th</sup> & Thursday January 26 <sup>th</sup>	<b>The History of Archaeology in Europe &amp; Early Hominins in Europe</b>  <u>Assignments:</u> TBA
<b>Week 4</b> Tuesday January 31 <sup>st</sup> & Thursday February 2 <sup>nd</sup>	<b>The Upper Paleolithic</b>  <u>Assignments:</u> <b>Read:</b> Prüfer, Kay et al. 2017. A high-coverage Neandertal genome from Vindija Cave in Croatia. <i>Science</i> 358(6363): 655-658. <a href="https://doi.org/10.1126%2Fscience.aao1887">https://doi.org/10.1126%2Fscience.aao1887</a> .  <b>Read:</b> Price, Michael. 2020. Africans carry surprising amount of Neanderthal DNA. <i>Science News: Archaeology</i> . January 30. <a href="https://www.science.org/content/article/africans-carry-surprising-amount-neanderthal-dna">https://www.science.org/content/article/africans-carry-surprising-amount-neanderthal-dna</a> .  <b>Read:</b> Bacon, Bennett et al. 2023. An Upper Palaeolithic Proto-writing System and Phenological Calendar. <i>Cambridge Archaeological Journal</i> . In press. <a href="https://doi.org/10.1017/S0959774322000415">https://doi.org/10.1017/S0959774322000415</a> .  TBA
<b>Week 5</b> Tuesday February 7 <sup>th</sup> & Thursday February 9 <sup>th</sup>	<b>The Mesolithic</b>  <u>Assignments:</u> <b>Read:</b> Jensen, Theis Z.T. et al. 2019. A 5700 year-old human genome and oral microbiome from chewed birch pitch. <i>Nature Communications</i> 10: 5520. <a href="https://doi.org/10.1038/s41467-019-13549-9">https://doi.org/10.1038/s41467-019-13549-9</a> .  TBA
<b>Week 6</b> Tuesday February 14 <sup>th</sup>	<b>The Neolithic</b>  <b>DUE: TEST 1 (due online at 11:59 PM on Thursday, February 16<sup>th</sup>)</b>



<b>&amp; Thursday February 16<sup>th</sup></b>	<u>Assignments:</u> <b>Read:</b> Fowler, Chris et al. 2014. Chapter 1: Introduction. In <i>The Oxford Handbook of Neolithic Europe</i> . Edited by Chris Fowler, Jan Harding, and Daniela Hofmann. Pp. 3-24.  TBA
<b>Week 7</b>  <b>Tuesday February 21<sup>st</sup> &amp; Thursday February 23<sup>rd</sup></b>	<p style="text-align: center;"><b>The Bronze Age</b></p> <u>Assignments:</u> TBA
<b>Week 8</b>  <b>Tuesday February 28<sup>th</sup> &amp; Thursday March 2<sup>nd</sup></b>	<p style="text-align: center;"><b>The Iron Age</b></p> <u>Assignments:</u> <b>Read:</b> Kelly, Eamonn P. 2006. Kingship and sacrifice: Iron Age bog bodies and boundaries. <i>Archaeology Ireland: Heritage Guide No. 35</i> . Bray, Co. Wicklow: Wordwell Ltd. <a href="https://www.jstor.org/stable/10.2307/archirel.35.1">https://www.jstor.org/stable/10.2307/archirel.35.1</a> .  TBA
<b>Week 9</b>	<p style="text-align: center;"><i>-Spring Break- (no classes)</i></p>
<b>Week 10</b>  <b>Tuesday March 14<sup>th</sup> &amp; Thursday March 16<sup>th</sup></b>	<p style="text-align: center;"><b>Ancient Greece</b></p> <u>Assignments:</u> <b>Read:</b> Ekroth, Gunnel. 2017. "Don't Throw Any Bones in the Sanctuary!" On the Handling of Sacred Waste in Ancient Greek Cult Places. <i>Memoirs of the American Academy in Rome</i> . Supplementary Volumes (13): Ritual Matters: Material Remains and Ancient Religion. Pp. 33-55.  TBA
<b>Week 11</b>  <b>Tuesday March 21<sup>st</sup> &amp; Thursday March 23<sup>rd</sup></b>	<p style="text-align: center;"><b>Ancient Rome</b></p> <u>Assignments:</u> <b>Read:</b> Seymour, Linda M. et al. 2023. Hot mixing: Mechanistic insights into the durability of ancient Roman concrete. <i>Science Advances</i> 9(1): eadd1602. <a href="https://doi.org/10.1126/sciadv.add1602">https://doi.org/10.1126/sciadv.add1602</a> .  TBA
<b>Week 12</b>  <b>Tuesday March 28<sup>th</sup> &amp; Thursday March 30<sup>th</sup></b>	<p style="text-align: center;"><b>The Early Middle Ages &amp; the Vikings</b></p> <p style="text-align: center;"><b>DUE: TEST 2 (due online at 11:59 PM on Thursday, March 30<sup>th</sup>)</b></p> <u>Assignments:</u> <b>Read:</b> Hedenstierna-Jonson, Charlotte et al. 2017. A female Viking warrior confirmed by genomics. <i>American Journal of Physical Anthropology</i> 164(4): 853-860. <a href="https://doi.org/10.1002/ajpa.23308">https://doi.org/10.1002/ajpa.23308</a> .  TBA

<p><b>Week 13</b></p> <p>Tuesday April 4<sup>th</sup> &amp; Thursday April 6<sup>th</sup></p>	<p style="text-align: center;"><b>High Medieval Europe</b></p> <p><u>Assignments:</u> TBA</p>
<p><b>Week 14</b></p> <p>Tuesday April 11<sup>th</sup> &amp; Thursday April 13<sup>th</sup></p>	<p style="text-align: center;"><b>The Renaissance</b></p> <p><u>Assignments:</u>  <b>Read:</b> <i>Rome Reborn: The Vatican Library &amp; Renaissance Culture: Archaeology</i> (<a href="https://www.loc.gov/exhibits/vatican/arch.html">https://www.loc.gov/exhibits/vatican/arch.html</a>). Library of Congress.</p> <p><b>Read:</b> Scorrer, Jessica et al. 2021. Diversity aboard a Tudor warship: investigating the origins of the <i>Mary Rose</i> crew using multi-isotope analysis. <i>Royal Society Open Science</i> 8: 202106. <a href="https://doi.org/10.1098/rsos.202106">https://doi.org/10.1098/rsos.202106</a>.</p> <p>TBA</p>
<p><b>Week 15</b></p> <p>Tuesday April 18<sup>th</sup> &amp; Thursday April 20<sup>th</sup></p>	<p style="text-align: center;"><b>Early Modern Europe</b></p> <p><u>Assignments:</u>  <b>Read:</b> Napora, Katharine et al. 2019. Geoarchaeological Analysis of a Dunefield Shell Midden Site in Carrowdough Townland, County Sligo, Ireland. <i>The Journal of Island and Coastal Archaeology</i> 14(3): 394-410. <a href="https://doi.org/10.1080/15564894.2018.1531332">https://doi.org/10.1080/15564894.2018.1531332</a>.</p> <p>TBA</p>
<p>Thursday April 27<sup>th</sup></p>	<p style="text-align: center;"><b>FINAL EXAM DUE</b></p>