

ANTH 381 The Archaeology of Armageddon SPRING 2014 TR 9:30-10:45 HON 155
INSTRUCTOR: Professor Bettina Arnold **OFFICE:** SAB 229 (Archaeology Lab)

OFFICE HOURS: T 1:00-3:00 or by appointment **TEL:** x4175 **E-MAIL:** barnold@uwm.edu
COURSE SYLLABUS & REQUIRED READINGS: Available on **D2L**

Excerpts from:

Demarest, Arthur 2004 (2012 Pb ed.) *Ancient Maya: Rise and Fall of a Rainforest Civilization*. Cambridge: Cambridge University Press.

Diamond, Jared 2005 (2011 Pb ed.) *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking.

Heather, Peter 2006 (2007 Pb ed.) *Fall of the Roman Empire: A New History of Rome and the Barbarians*. Oxford: Oxford University Press.

McAnany, Patricia and Norman Yoffee (eds) 2010 (2012 Pb ed.) *Questioning Collapse: Human Resilience, Ecological Vulnerability and the Aftermath of Empire*. Cambridge: Cambridge University Press.

Morris, Ian 2010 *Why the West Rules – For Now*. New York: Picador.

Tainter, Joseph 1988 (1993 Pb ed.) *Collapse of Complex Societies*. Cambridge: Cambridge University Press.

Viewings:

Clips from the following will be discussed: “Apocalypto” (feature film 2006); “Collapse” (National Geographic 2010); “The Day After Tomorrow” (feature film 2004); “Fall of the Roman Empire” (feature film 1964). Lecture by Michael Kulikowski: <http://www.youtube.com/watch?v=ltjH6HPs7vg>

Course Description

What can archaeology tell us about how societies decline and collapse? How would we know if our own society was in peril and what could we do to prevent it—if anything? How have the portrayals of societal collapse in print and on film affected how we perceive this process? Does any society or culture ever truly disappear? Can archaeology help us understand current global cultural trends and possibly help us design a strategic response? This Honors seminar will explore these questions and others through reading, viewing, and discussion. We will study what happened to a select group of societies in the ancient Near East, Mesoamerica, and the Roman Empire. We will look at evidence from the past including social unrest, increased religious activity, environmental degradation, changes in social structure, and economic stresses. Most of us may already have had some exposure to this timely topic through popular publications (especially those of Jared Diamond) and TV programs like those found on the History and National Geographic Channels. This seminar will use the lens of archaeology to analyze our contemporary context which will allow us to engage in critical discussion regarding our society today.



Course Requirements

Attendance and participation: 10% of the grade.

Weekly Discussion Questions: 10% of the grade. A brief summary/critique of the readings for the week plus four discussion questions (2 for the Tuesday readings, 2 for the Thursday readings) due every Tuesday. Bring these with you to class every Tuesday and hand them in after class on Thursday beginning on January 28.

Two short papers (5 pages minimum), responding to specific issues related to readings: 30% of the grade.

15 page minimum research paper: 50% of the grade. A short research proposal, with preliminary bibliography, and a draft of the final paper will be submitted for comment and revision.

Extra Credit: You may earn up to **2 extra credit points** by attending talks sponsored by the Archaeological Institute of America (see <http://www4.uwm.edu/archlab/AIA/lectures.cfm>) and the Wisconsin Archaeological Society (TBA in class).

Late penalties: Assignment due dates are listed on the syllabus. Late assignments will be docked **one full point per day**, and penalties are non-negotiable unless discussed with the instructor **before** the due date or with a valid medical excuse. **Once a graded assignment has been handed back to the class, no make-ups are possible.**

Workload Statement: This class meets twice a week for a total of 2.5 hours x 15 weeks = 37.5 hours. You should expect to spend 5-10 hours per week (some weeks less, some more) over the course of the semester on required readings = 75-150 hours and another 40 hours on reading and writing the two short papers and the final paper. All told, this class should take no more than 200 hours of your time, but this is an estimate and may vary depending on how well you are able to read and absorb information and whether you attend the class regularly.

This class satisfies Social Science (SS) GER because it will teach you to a) recognize and analyze the evidence and processes involved in human biological and social development and b) identify and apply physical, cultural anthropological and archaeological methods to the study of human biological and social development. After taking this course, you will have a solid understanding of basic archaeological and cultural evolutionary principles; be able to identify the fundamental traits that characterize all human societies; understand how and why human cultures developed and how and why they devolved in the past; and have a greater appreciation for the ramifications of the past record of societal collapse for our own future as a species.

The final paper for this course will be assessed for SS GER, which requires you to demonstrate the ability to identify, synthesize, and critically evaluate and derive conclusions from multiple lines of scientific evidence related to cultural behavior and how it related to archaeological evidence.

The rubric used to assess this aspect of the course involves a 0-1-2 scoring of your ability to link specific archaeological evidence presented in the sources utilized to your responses in the final paper: Score = 0 If you fail to identify relevant and/or accurate data

Score = 1 If you identify relevant and accurate data but fail to explain clearly how they support your response to the essay questions.

Score = 2 If you identify relevant data and explain clearly how they support your response to the essay questions.

UNIVERSITY AND DEPARTMENTAL POLICIES: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Please contact me if you have questions or concerns.

WEEK BY WEEK: Assignments and Readings

		<u>Readings</u>
Wk 1 January 21-23	Introduction	Diamond pp. 1-19; McAnany & Yoffee pp. 1-17; Morris pp. 3-36; Tainter pp. 1-21
Wk 2 January 28-30	Evolution of Complex Societies I	Morris pp. 81-134; Tainter pp. 22-38
Wk 3 February 4-6	Evolution of Complex Societies II	Morris pp. 135-171; Tainter pp. 39-90; Yoffee pp. 176-206
Wk 4 February 11-13	Case Study: The Maya Short Paper #1 due 2/13!	Demarest pp. 1-21; 53-88
Wk5 February 18-20	The Maya I	Demarest pp. 113-147; 208-239
Wk 6 February 25-27	The Maya II	Demarest pp. 240-276
Wk 7 March 4-6	The Maya III Final Paper Proposal due 3/6!	Demarest pp. 277-297; Tainter pp. 152-177 & 189-190
Wk 8 March 11-13	The Maya IV	Diamond pp. 157-177; McAnany & Negrón pp. 142-175
Wk 9 March 17-23	SPRING BREAK: No Class!	
Wk 10 March 25-27	Case Study: Rome Short Paper #2 due in class 3/27!	Heather pp. xi-45
Wk 11 April 1-April 3	Rome I	Heather pp. 46-99
Wk 12 April 8-10	Rome II	Heather pp. 100-142
Wk 13 April 15-17	Rome III Final paper draft due 4/17!	Heather pp. 145-190
Wk 14 April 22-24	Rome IV	Heather pp. 191-250; Tainter pp. 127-151 & 188-189
Wk 15 April 29- May 1	Learning from the Past I	Almond pp. 48-49; Diamond pp. 486-525; Errington & Gewertz pp.329-351; Goldberg <i>MJS</i> 9A; Morris pp. 280-330
Wk 16 May 6-8	Learning from the Past II Final papers due in class May 8!	Hsiang, Burke & Miguel p. 1212; Morris pp. 582-622; Running pp. 1276-1277; Tainter 193-216

PAPER GUIDELINES

1. Short papers **must** be a **minimum of 5 pages** long; final paper a **minimum of 15 pages**.
2. Papers **must** be typed; font should be 12 point. **Paginate all pages beginning with Page 2!**
3. Papers **must** be double spaced. (I also need to be able to write comments in the margins, so make sure these are 1" all around, no more, no less.)
4. You are expected to explore the assigned topic further in written form. This includes a) citations from the reading and b) original ideas/critiques, backed up by cogent arguments.
5. You must cite **at least THREE** sources in constructing your argument for the short paper, at least **FIFTEEN** sources for the final paper.
6. If you choose a specific example or case study from the readings to discuss, you will still be expected to refer to relevant reading not directly associated with the topic you have chosen. This is meant to ensure that you get more than just a one-sided perspective on what are very complex problems/concepts.
7. When citing sources within the text, the following rules apply:

Sources which are part of the assigned reading should consist of the author's last name (first initial if there are two authors being cited in the paper with the same last name) followed by the year of the publication, a colon and the page number(s). (This is the standard procedure in anthropological publications). Quotation marks should be used where appropriate, as in the examples below.

Example #1: "The moon is made of green cheese" (McDonald 1989:123).

Example #2: According to Williams, the moon is made of fried green tomatoes (1988:19-23).

8. You must include a bibliography with full references at the end of the paper. Use the syllabus for citations from the assigned readings and choose a format from one of the readings on which to base citations for additional final paper sources. If in doubt about a source, check with me!

Check with me if you have any other questions.

ACADEMIC MISCONDUCT: Student academic misconduct procedures are specified in Chapter UWS 14 and the UWM implementation provisions (Faculty Document 1686) as follows:
http://www.uwm.edu/Dept/Acad_Aff/policy/academicmisconduct.html

UWM WRITING CENTER

The Writing Center (Curtin 382) welcomes writers from any discipline, at all skill levels, inexperienced through advanced, freshmen through graduate students. No matter where students are in a task, whether still exploring a reading, brainstorming, drafting or revising, they can benefit from talking to one of the Writing Center's well-qualified and trained tutors.

Make appointments online 24/7: www.writingcenter.uwm.edu, call 229-4339 or walk in.