Course Description:
Imagine the sights, smells, and sounds of the past as we take a magnificent [mostly] classroom-based journey to different times and places on earth throughout the semester. This course highlights major archaeological discoveries on a worldwide scale, with an emphasis on the history of the human condition over the past several millennia. Case studies providing historical insight *germane to navigating the modern world* will be explored via lectures, class discussions, readings, and documentary clips. Students will use critical thought and a series of writing assignments to articulate how such findings shed light on the human condition. Students will be encouraged to apply interdisciplinary evidence by integrating knowledge from the humanities, social sciences, and natural sciences in order to understand regional, continental, and transnational approaches to managing and conserving the world’s cultural and natural heritage. The course will prepare students to be involved in ethical, educated decision-making related to protecting such heritage amid the context of intense cultural and global changes while navigating environmental, economic, and social issues. This course will also prepare students for upper division courses by developing writing skills through in-class activities and practice and writing assignments, including reviews of well-written publications. Additionally, the ANTY 254 Teaching Team is dedicated to providing students with constructive editorial feedback on writing assignments, as well as an engaging classroom setting that will include sensory experiences such as soundscapes from ancient times.

ANTY 254 Teaching Team Contact Information
Kelly J. Dixon, Professor
Office: Soc. Sci. Building, Room 235
Office Hours: Tuesdays, 3:30-5:00 pm and by appointment
Email: kelly.dixon @mso.umt.edu

Kate Kolwicz, MA candidate
Office: Soc. Sci. Building, Room 244
Office Hours: Wed, 1-3 pm, Thurs, 4-5 pm
Email: katherine.kolwicz@umconnect.umt.edu

Tyler Rounds, MA candidate
Office: Soc. Sci. Building, Room 244
Office Hours: Mon, 1-3 pm, Thurs, 4-5 pm
Email: tyler.rounds@umconnect.umt.edu
**REQUIRED READINGS FOR THIS COURSE INCLUDE:**

1) Price, T. Douglass and Feinman, Gary M.  

2) Greene, Anne E.  

3) Mansfield Library Research Guide: [https://libguides.lib.umt.edu/anthropology](https://libguides.lib.umt.edu/anthropology)

**OPTIONAL TEXTBOOK(S) [we’ll discuss these during the 1st day of class]**

Selections from *Eyewitness to Discovery* by Brian M. Fagan (Oxford University Press, 1996, ISBN: 0195081412), along with other assigned readings (e.g., journal articles, book excerpts, documentaries, audio/video clips) that will be provided in pdf format via the course Moodle page. Weekly readings details in course schedule below.

Guttman-Bond, Erika  

Hunt, Patrick  

Kelly, Robert  

**COURSE STRUCTURE:**

This course meets for 90 minutes, two days a week, throughout the semester. Class meetings include lectures, films, in-class activities/discussions, writing assignments, and exams geared toward students’ understanding of the ways in which archaeological discoveries have changed how we perceive the past and to consider how archaeological evidence cultivates an awareness of the diverse ways humans structure their lives.

Students can expect to participate in class—and earn participation points—by sharing their ideas with the rest of the class in informal discussions and by using archaeological evidence as a backdrop for presenting the ways in which human behavior and cultural ideas are part of a global and indigenous network of complex and interdependent relationships between nations and societies and their physical environments.

**CLASS CONDUCT:**

Respect and listen to each other and the teaching team. Turn off cell phone during class and do not use laptops/notebooks for non-class activities.

**ATTENDANCE:**

Attendance will be taken each class period and will be part of your final grade. There will be some in-class projects and participation exercises that require attendance to get full points.
GRADES:
A. Participation/Attendance (Must be present in class to get these points) – 100 points
B. 9 Writing Exercises (noted as W1, W2, W3, and so on) – 250 points
C. Final Writing Project – 100 points
D. Total points for course - 450

The plus/minus system will be used and will be based upon the following average scores: A (100-95%), A- (94-90%), B+ (89-88%), B (87-84%), B- (83-80%), C+ (79-78%), C (77-74%), C- (73-70%), D+ (69-68%), D (67-64%), D- (63-60%), F (59% or less).

*Make-up projects will be given ONLY in cases of verified and unavoidable emergencies. You must notify me IN ADVANCE if you are unable to turn in a regularly scheduled assignment or final project. You will have to earn extra credit to make up for lost participation points if you miss class.

INTERMEDIATE WRITING COURSE OBJECTIVES AND REQUIREMENTS
This course requires an electronic submission (via Moodle) of an assignment (your final writing project) stripped of your personal information to be used for educational research and assessment of the University’s writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. The rubric to score these papers is available in the course Writing section on Moodle in the Writing Center

WRITING ASSIGNMENTS (W1, W2, W3, etc.): SUMMARIES and DUE DATES
All assignments are due by midnight on the due date. Turn in your assignments by handing them in during class, putting them in the file organizer on my office door (Rm SS 224), putting them in my mailbox in the Anthropology Dept. mail room, or emailing them to me.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Description</th>
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<tbody>
<tr>
<td>Tues., Jan. 14</td>
<td>W1**Descriptive Writing #1 (1st-day Assess): Brassempouy Venus (25 kya, France); 10 pts</td>
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<tr>
<td>Thurs., Jan. 23</td>
<td>W2**Reflective Writing #1 – 20 points</td>
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<tr>
<td>Thurs., Jan. 30</td>
<td>W3**Reflective Writing #2 – 20 points [in class as a group, sentence structure work]</td>
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<tr>
<td>Thurs., Feb. 13</td>
<td>W4**Bibliography – 40 points</td>
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<tr>
<td>Thurs., Feb. 20</td>
<td>W5**Article Analysis [to be done in class as a group] – 20 points</td>
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<tr>
<td>Tues., Feb. 27</td>
<td>W6**Annotated Bibliography – 60 points</td>
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<tr>
<td>Thurs., Mar. 10</td>
<td>W7**Film Review [to be done in class as a group] – 20 points</td>
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<td>Thurs., Apr. 2</td>
<td>W8**Introduction Paragraph or Abstract – 20 points</td>
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<tr>
<td>Thurs., Apr. 16</td>
<td>W9**Rough Draft of Final Writing Project – 40 points</td>
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<tr>
<td>Wed., May 6</td>
<td>W10**Final Writing Project – 100 points</td>
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</tbody>
</table>
STUDENTS WITH DISABILITIES:

The Department of Anthropology is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors DURING THE FIRST WEEK OF THE SEMESTER to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and the staff of the Disability Services for Students (DSS) to make accommodations. Please contact DSS (243.2373, Lommasson Center 154) for more information.

ACADEMIC HONESTY

The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. “Plagiarism is the representing of another’s work as one’s own.” Both copyright laws and University policies are rigid as concerns plagiarism. Consult the current “Student Conduct Code” for details regarding penalties for plagiarism.

STUDENT LEARNING OBJECTIVES

1. Students will gain an understanding of provocative archaeological discoveries and will be challenged to consider how such findings have changed how we perceive the past and to consider how archaeological evidence cultivates an awareness of the diverse ways humans structure their social, political, and cultural lives, as well as how human behavior and cultural ideas are part of a wider (global/international) framework that has, since time immemorial, been privy to complex and interdependent relationships between of nations and societies and their physical environments.

2. Students will develop critical thinking skills while examining major issues in text-aided fields, such as Egyptology and Classical Archaeology, among many other subfields of archaeology and cultural heritage. By definition, the field of archaeology is dedicated to cultural as a unit of analysis and also to interpreting human behavior (ideas, activities, institutions) in reference to historical, physical, and geo-political contexts. Thus, this course will provide students with a series of dynamic learning opportunities, grounded in various archaeological discoveries around the world, to connect many complex and diverse narratives representing the human condition over space and time. Students will also learn how to discuss and connect the ways in which anthropological methods, theory, and questions can be integrated with the scholarship in other, related fields. Students will be challenged to learn how such interdisciplinary frameworks provide case studies of interdependence between people and places throughout the world amid the context of global changes.

3. Students will learn how to review insights from collaborative archaeological projects and will be exposed to inter-cultural communications by reviewing various ways of presenting and interpreting well known and “breaking news” versions of archaeological discoveries. Students will be encouraged to synthesize regional, continental, and transnational approaches to managing and conserving Earth’s cultural and natural heritage to learn how to analyze and compare the rights and responsibilities of people living in the modern world, as well as how to recognize the rights, responsibilities, and inherently complex challenges of 21st century cultural heritage professionals. As a result, students will be prepared for careers that require informed, critical decision-making about sustainably-minded protection of cultural and natural heritage amid the context of intense cultural and global growth and transformation.
**COURSE SCHEDULE**

**Week 1**
January 14, 16 (T Th)  
Course Introduction, Out of Africa and into the Pleistocene, Holocene, and Anthropocene  
Archaeology’s Colonial Origins,  

**Thursday, Jan. 16:** 3 pm Descriptive Writing Workshop - **Special Guest**, Shareen Grogan, Director of UM’s Writing and Public Speaking Center.

**Readings**  
Review Syllabus and come to next class meeting with questions [if you have them after syllabus review]; start to create a reading list/bibliography for yourself now – this is related to assignments due later this semester, after Spring Break!

*Images of the Past*, pp.119-122; 125-131; 151-154  
*Writing Science in Plain English*, Chapters 1-2, pp. 1-10

**Optional Readings** [which do not all have to be crammed into this week]:  
Kelly, Robert, *The Fifth Beginning*, Chapters 3 and 4  
Guttman-Bond, Erika, *Reinventing Sustainability: How Archaeology Can Save the Planet*, Foreword


**W1** Tuesday, Jan. 13: Descriptive Writing Assignment #1 (in class activity, due at end of first class meeting)

**Week 2**
January 21, 23 (T Th)  
Writing Workshop (Style Guides) Topics cont’d from last week; and transition to the Mesolithic, Monte Verde, Göbekli Tepe and Çatalhöyük, the World ~10 kya, Agricultural Origins

**PEACE CORPS VISIT?** Jan 23, 2 pm


UNESCO World Heritage Sites Relevant to Recent Discussions:  
Çatalhöyük [https://whc.unesco.org/en/list/1405](https://whc.unesco.org/en/list/1405)

**Readings**  
*Images of the Past*, pp.147-149; 150 (Kennewick Man); 151-152 (Pleistocene extinctions); 213-218  
*Writing Science in Plain English*, pp. Chapter 3, pp. 12-16 (skim the “exercises” section of the chapter)

**Optional Readings** [which do not all have to be crammed into this week]:  
Guttman-Bond, Erika, *Reinventing Sustainability: How Archaeology Can Save the Planet*, Chapter 2 (Wetlands/Agriculture)

Ian Hodder (famous archaeologist) on Göbekli and Çatalhöyük: https://www.youtube.com/watch?v=zKwSg7OyvoE


**W2** Reflective Writing Assignment #1, Thursday, Jan. 23: What stood out on the syllabus and/or UNESCO List as a place you’d like to visit and why? Describe it using tips from our writing workshop/discussion on descriptive writing. Consider expanding on this site/place/wonder to develop it as a topic for your final writing project. Detailed assignment description and grading rubric are on the Moodle page in the Writing section.

**Week 3**

January 28, 30 (T Th) Writing workshop (Sentence Structure)
Agricultural and Domesticate Origins (Cont’d from first two weeks), Mehrgahr, Anthropocene, Cats

Readings
*Images of the Past*, pp.218-219
*Writing Science in Plain English*, Chapter 4, pp. 22-27 (skim the “exercises” section of the chapter)

**Optional Readings**

Fun readings:
https://www.smithsonianmag.com/history/a-brief-history-of-house-cats-158390681/


**W3** Thursday, Jan. 30, Reflective Writing Skills Read the article on the Anthropocene in the *Atlantic* (the one dated 2019/10 in the link above, also available in the Readings section on the course Moodle page). Analyze and discuss in class, following the rubric for the “OLD” Reflective Writing Assignment [need to be present to get full points]

**Week 4**

February 4, 6 (T Th) Writing workshop (Punctuation/Mechanics; review style guidelines and bibliography formatting)
Snapshots of Ancient Mesopotamia: Babylon (Hanging Gardens?); Ziggurat at Ur, Royal Cemetery at Ur (lapis lazuli); Nineveh’s Assyrian Library; Cuneiform and Ancient Writing Systems

Readings
*Images of the Past*, pp.441-443
*Writing Science in Plain English*, Chapter 5 pp. 29-39 (skim exercise sections)

**Optional Readings**
Fagan, Brian, *Eyewitness to Discovery*: “The Royal Cemetery at Ur” pp. 131-140
Hunt, Patrick, *Ten Discoveries that Rewrote History*, pp. 45-61 (Nineveh’s Assyrian Library – the Key to Mesopotamia
Gutman-Bond, Erika, *Reinventing Sustainability: How Archaeology Can Save the Planet*, Chapter 3, Farming the Desert

**PEER-REVIEWED JOURNAL ARTICLE:** Dalley, Hanging Gardens of “Babylon”… *Minerva*, 2006

**FUTURE ASSIGNMENT DISCUSSION/PREPARATION: BIBLIOGRAPHIES**

**W4** START Working on the Bibliography Assignment – Due Next Week!
Week 5
February 11, 13 (T Th)  Writing workshop (Thesis statements)
       Transition from Writing System to Hieroglyphs, Rosetta Stone, Ancient Egypt, Pyramids at Giza and Beyond, Valley of the Kings and Discovery of Tutankhamen’s Tomb

UNESCO World Heritage Sites Relevant to Recent Discussions:
Memphis Necropolis – Pyramid Fields from Giza to Dashur (https://whc.unesco.org/en/list/86)
Ancient Necropolis at Thebes (https://whc.unesco.org/en/list/87)

Readings
Images of the Past, pp.441-443; 452-464 (pyramids in context)
Writing Science in Plain English, Chapter 7, pp. 52-58; Chapter 8, pp. 60-61

Optional Readings
Fagan, Brian, Eyewitness to Discovery: “Tomb Robber by the Nile,” pp. 75-78
Fagan, Brian, Eyewitness to Discovery: “The Tomb of Tutankhamun,” pp. 105-115
Fagan, Brian, Eyewitness to Discovery: “Rosetta Stone Decipherment,” pp. 79-89
Hunt, Patrick, Ten Discoveries that Rewrote History, pp. 63-84 (Chapter on King Tut’s Tomb)
Hunt, Patrick, Ten Discoveries that Rewrote History, pp. (Chapter on Rosetta Stone – the Key to Egyptian History)


Thursday, Feb. 13, Bibliography Assignment – create a bibliography with 8 to 10 sources relevant to the topic of your final Writing Project. Be sure to use the style guidelines we discuss in class (e.g., APA and MLA) to consistently format your bibliography. You must do this to get full points for the bibliography assignment. Note that you will annotate this bibliography later this semester for another writing assignment. 😊

Week 6
February 18, 20 (T Th)  Writing workshop (Word Choice)
       Indus Valley, Baths, Mysteries of Ancient Indus Valley Writing Systems

UNESCO World Heritage Sites Relevant to Recent Discussions:

Readings
Images of the Past, pp.444-451
Writing Science in Plain English, Chapter 6, pp. 41-49

Optional Readings
Fun Readings:

Ancient DNA on Indus Civilization, available in the Readings section on the class Moodle page and:

PEER-REVIEWED JOURNAL ARTICLE: TBD
W5** Thursday, February 20, in-class Article Analysis Exercise [need to be present to get full points]; prepare for Annotated Bibliography due next week! This is intended to be prep for the Annotated Bibliography Assignment.

Week 7
February 25, 27 (T, Th)  Writing-Research workshop (Conducting literature searches using scholarly search engines)  [Homeric] Troy-Hissarlik; Stonehenge, Recently Discovered Site in Ukraine

UNESCO World Heritage Sites Relevant to Recent Discussions:
Troy-Hissarlik  (https://whc.unesco.org/en/list/849)
Stonehenge  (https://whc.unesco.org/en/list/373)

Readings
Images of the Past, pp. 516-523 (Stonehenge and Megaliths); pp. 520-525 (new Ukraine site); pp. 526-535 (Troy)
Writing Science in Plain English, Chapter 9, pp. 63-66

Optional Readings
Fagan, Brian, Eyewitness to Discovery: “Heinrich Schliemann’s Search for Homeric Troy,” pp. 176-185
Hunt, Patrick, Ten Discoveries that Rewrote History, pp. 21-44 (Chapter on Troy, Homer, Greek History)

Week 8
Mar 3, 5 (T Th)  Writing workshop (Introduction and Concluding Paragraphs – prep for article review assignment)
Minoan Civilization, Thera (Was the Island of Thera truly Atlantis??)

UNESCO World Heritage Sites Relevant to Recent Discussions:
Thera  (https://whc.unesco.org/en/list/849)

Readings
Create your own reading list, based on the lit search workshop from last week – start to create a bibliography for the annotated bibliography assignment due at the end of the semester.

Images of the Past, pp. 529-531
Writing Science in Plain English, pp. INSERT

Optional Readings
Fagan, Brian, Eyewitness to Discovery: “Minoan Civilization at the Palace of Knossos” pp. 186-196
Fagan, Brian, Eyewitness to Discovery, “Mycenae: Fortress of Warrior-Kings of Bronze Age Greece,” pp. 529-532
Hunt, Patrick, Ten Discoveries that Rewrote History, pp. 161-182 (Chapter on Thera and Aegean Bronze Age)
Augé, C. Riley“ Recognizing Pseudoarchaeology” paper posted on Moodle “Readings” section

Fun readings:
Theory that Thera is “Lost City” of Atlantis: https://worldhistory.us/ancient-history/the-theory-that-thera-was-the-lost-city-of-atlantis.php

Transcript from PBS Secrets of the Dead series on Fall of the Minoans: https://www.pbs.org/wnet/secrets/the-fall-of-the-minoans/61/

Documentary Film on Thera, Atlantis, and Pseudoarchaeology (title TBD)

W6**Thursday, Feb. 27, Annotated Bibliography Due See full description of the assignment and assessment rubric on the course Moodle page in the Writing section.
Week 9
March 10 (T)  Writing workshop (Paraphrasing, etc.)
Review and Discussion of Thera, Minoans, Atlantis, and Your Responses to the Film
Prep for Independent Research/Writing project due after Spring Break

March 12 (Th)  No Class Meeting today!!! Students to work on Article Analysis Assignment Due after Spring Break
TA Time??? to Discuss Article Analysis Writing Assignment??

Readings
Continue to create your own reading list, based on the lit search workshop from last week – start to create a bibliography for the annotated bibliography assignment due at the end of the semester.
Also, work on your own reading for the Article Analysis Assignment due after Spring Break

W7** Film Response Due on Thera/Atlantis Documentary—Will do in class

Week 10
Mar 17, 19 (T Th)  Spring Break – No Classes This Week – Enjoy the Break!

Week 11
Mar 24 (T)  No Class Meeting today!!

Mar 26 (Th)  BACK TO CLASS TODAY!
Writing workshop (Using Sources, Developing Bibliographies, Annotated Bibliographies)
Discuss Student Article Analysis Assignments and Directions of Final Paper Topics
Spring Break Tours/Stories to Share of Heritage Sites Visited?

Readings
None this week so you can focus on reviewing Annotated Bibliography and plan to write a synthesis-style intro paragraph based on the highlights of that annotated bibliography; intro paragraph due next week.

Week 12
Mar 31, Apr 2 (T Th)  Writing workshop (Introduction and Conclusion paragraphs, Abstracts)
Terra Cotta Army/Tomb of 10,000 Warriors and Great Wall of China
Bamiyan Buddhas and Cultural Landscapes of Afghanistan’s Bamiyan Valley

UNESCO World Heritage Sites Relevant to Recent Discussions:
Tomb of 10,000 Warriors/Mausoleum of the First Qin Emperor (https://whc.unesco.org/en/list/441/)
Great Wall of China (https://whc.unesco.org/en/list/438)
Bamiyan Buddhas (https://whc.unesco.org/en/list/208)

Readings
Images of the Past, pp. 472-477
Writing Science in Plain English, Chapter 10, pp. 67-72

Optional Readings
Fagan, Brian, Eyewitness to Discovery: “Terra Cotta Army of Shihuang Di,” pp. 270-274
Hunt, Patrick, Ten Discoveries that Rewrote History, pp. 199-218, Tomb of 10,000 Warriors – Key to Imperial China

Fun readings:
“Smithsonian” story on another traveling exhibit: [https://www.smithsonianmag.com/history/terra-cotta-soldiers-on-the-march-30942673/](https://www.smithsonianmag.com/history/terra-cotta-soldiers-on-the-march-30942673/)

Video on 10,000 Terra Cotta Warriors and Horses, Museum of Qin Shihuang: [https://youtu.be/bNwPOQ4rpdw](https://youtu.be/bNwPOQ4rpdw)

Not-so-Fun reading: June 2019 *NY Times* article on the current situation with the Bamiyan (Afghanistan) Buddhas (posted in the Readings Section of the Moodle Page)

**W8** Prepare Intro paragraph [or abstract?] to synthesize information from the Annotated Bibliography Assignment. See full description of the assignment and assessment rubric on the course Moodle page in the Writing section. Due April 2.

**Week 13**

**Apr 7, 9 (T Th)**

- Writing workshop (Paper Evaluation, Preparing Abstracts)
- Meanwhile, in the Americas…Selected Mesoamerican Wonders: Chocolate, Ball Courts (same era as Mesoamerican pyramids)
- Cahokia [if time, we will do a sidebar featuring the Honghe Hani Rice Terraces (?)]

NOTE: UM offers specific courses in the Archaeology of Mesoamerica and different parts of North America, so we will just briefly touch on these here.

UNESCO World Heritage Sites Relevant to Recent Discussions:

- **Cahokia** ([https://whc.unesco.org/en/list/198](https://whc.unesco.org/en/list/198))
- **Honghe Hani Rice Terraces** ([https://whc.unesco.org/en/list/1111](https://whc.unesco.org/en/list/1111))

**Readings**

*Images of the Past*, pp. 269-282; skim pp. 287-291, taking note of ball courts in the North American US Southwest; p. 344 features Mesoamerican ball game, as do pp. 359-360; 363-365 (review the rest of Chapter 6, Ancient Mesoamerica, for context.

*Writing Science in Plain English*, Chapter 11, pp. 75-84

**Optional Readings**

Guttman-Bond, Erika Guttman-Bond, Erika, *Reinventing Sustainability: How Archaeology Can Save the Planet*, Chapter 5, specifically pp. 110-12 on terraces [terrace excerpt and rest of chapter is great in term of ideas to save the planet!]

Fun readings

Brief History of Chocolate: [https://www.smithsonianmag.com/arts-culture/a-brief-history-of-chocolate-21860917/](https://www.smithsonianmag.com/arts-culture/a-brief-history-of-chocolate-21860917/)

Brief History Choco Documentary: [https://www.smithsonianmag.com/videos/a-brief-history-of-chocolate/](https://www.smithsonianmag.com/videos/a-brief-history-of-chocolate/)

Fun/Not so fun readings:


**Week 14**

**Apr 14 (T)**

- Writing workshop (Student issues)
- Machu Picchu, Rapa Nui (Easter Island)

UNESCO World Heritage Sites Relevant to Recent Discussions:

- **Historic Sanctuary at Machu Picchu** ([https://whc.unesco.org/en/list/274](https://whc.unesco.org/en/list/274))
Readings
*Images of the Past,* pp. 411-421; p. 138, 561

Apr 16 (Th)  
No Class today [Heritage Collections Board Meetings]
INSTEAD, STUDENTS WORK ON FINAL WRITING PROJECTS, preparing final paper drafts for Review this week! DRAFTS to be delivered to LOCATION TBA

**W9** FINAL-ish DRAFT of final paper due for review

Week 15
Apr 21, 23 (T Th)  Writing workshop (Final Paper Prep)  
Zheng He’s “Treasure Fleet”, Great Zimbabwe  
Regional Wonders TBD

Readings
*Images of the Past,* pp. 482-490
NOTE the lighter reading load so you can all spend time working on your final paper.

Week 16
Apr 28, 30 (T, Th)  Writing workshop (Student meetings and in-person feedback on recently reviewed final paper drafts)  
Regional Wonders TBD  
Current Issues in Archaeological Preservation, Sustainability, Saving the Planet

UNESCO World Heritage Sites Relevant to Recent Discussions:
Head-Smashed-In Buffalo Jump, Alberta (https://whc.unesco.org/en/list/158)  

NOTE the lighter reading load so you can all spend time working on your final paper.

Finals Week
May 6 (W)  Final Exam  
Final Exam Time Slot: 1:00-3:00 pm

**W10** FINAL writing assignment due