# ARCHAEOLOGY OF COASTAL SOCIETIES

ANT 4932 0M01
3 Credits

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| Instructor: | Dr. Pete T. Sinelli |
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| TA and her office hours (all in HPH 309) | Danielle: HOURS POSTED ON WEBCOURSES |
| Classroom: | CB1 101 |
| Class Hours: | TH 10:30-11:45 pm |
| Final Exam Time: | To Be Announced (University is scheduling) |
| Sinelli Office Hours: | T: 9:00-10:15 am and 1:30-2:15pm<br>Th: 8:15-10:15 am |

**Course Description:** In this upper level, seminar-format course, students will explore patterns of human adaptation to coastal environments across time and around the world. The course begins by examining the types of coastal ecologies that people exploit and how human adaptive strategies are influenced by the discrete biogeographic and cultural variables present in these different environments. Specific attention will be given to how these adaptive strategies create an "island worldview" in which water is more culturally significant. Thereafter the course transitions to a series of case studies of archaeologically contextualized coastal societies from around the world. The course will conclude with a discussion of the impact climate change and sea level rise could have on coastal archaeology in the future.

**Course Goals:**

- Introduce students to the many kinds of coastal ecologies and how people have adapted to exploit these over time.
- Provide a cross-cultural analysis of the relationship between environment and adaptive strategy and how these influence human behavior.
- Encourage critical thinking about the potential impacts of climate change and sea level rise on coastal societies in the future.

**Prerequisites:** None

**Texts / Readings:** There is no text for the course. Articles will be posted weekly to Webcourses by the instructor.

**Evaluation and Grading:**

Students' grades will be based out of 500 total points. Grades for every assignment will be posted online.

<u>Exams – 300 points (100 each)</u>
There will be three exams during the semester. Exams will consist of multiple choice/true-false, fill-in-the-blanks, and short answer questions.

Case Study (150 points)
Students will be randomly assigned one of the types of coastal ecologies, specifically:

Arctic
Subarctic
Riparian
Estuarine
Oceanic
Archipelago
Continental
Lacustrine

Each student will conduct research and identify two archaeologically documented societies that lived in their specific coastal ecology anywhere in the world. Students will prepare a six page summary paper and a 15-20 slide powerpoint presentation in which they summarize the results of a cross-cultural analysis of the relationships between the type of coastal ecology and the following:

Settlement patterns
Subsistence
Trade and exchange
Social organization
Maritime/aquatic technology
Mobility and demographics

A rubric for the project, including due dates for various deliverables, will be provided separately at the third class meeting.

In Class Activities/Grab Bags (50 points)
Because students drive much of the discussion in a seminar class, regular attendance and participation in classroom discussions / activities will be required to earn full credit.

**Grading Scheme Used For Final Grades:**

The +/- system will be used in this course. These percentages correspond to the following letter grades:

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| A | 470 or more |
| A- | 450-469 |
| B+ | 435-449 |
| B | 420-434 |
| B- | 400-419 |
| C+ | 385-399 |
| C | 370-384 |
| C- | 350-369 |
| D+ | 335-349 |
| D | 320-334 |
| D- | 300-319 |
| F | 299 or less |

Individual exams and quizzes will not be curved. Neither will the overall course distribution.

## CLASSROOM POLICIES

**Exams:** To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam.

**Make-up Exams:** If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. DON'T PLAN ON WALTZING INTO CLASS THE WEEK AFTER THE EXAM WITH SOME EXCUSE ABOUT WHY YOU MISSED IT. I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

**Exam discussions:** I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

**Scantron Issues:** If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Canvas grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. YOU HAVE ONE WEEK FROM THE DAY THE GRADE WAS POSTED TO CLEAR UP THE MATTER. LAST MINUTE REQUESTS FOR HAND GRADING OF SCANTRONS WILL NOT BE HONORED.

**Other grade disputes:** If you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

**Academic Dishonesty:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM, and you will also receive the "Z" designation on your final grade. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Special needs students: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a

Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

**Campus Safety Statement:** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

**Deployed Active Duty Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Archaeology of Coastal Societies
Course Schedule

The course schedule is tentative and I reserve the right to make reasonable modifications if needed.

| **Week & Class Day** | **Topic** | **Module of Readings** |
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| Week 1<br>Jan 10 | Course introduction<br>1. What is a coastal adaptation?<br>2. Coastal ecologies | - |
| Week 2<br>Jan 17 | Under the Sea<br>1. Marine and aquatic biogeography and resources<br>2. Coastal societies and sustainability | Module 1 |
| Week 3<br>Jan 24 | The Human Predator<br>1. Catching prey: Fish, mollusks, and others<br>2. Cultural behavior as a limiting factor<br>3. The myth of indigenous sustainability | Module 2<br><br>**Assign Project** |
| Week 4<br>Jan 31 | The Human Voyager<br>1. Island colonization in myth and practice<br>2. Island colonization method and theory<br>3. Island colonization and social development | Module 3 |
| Week 5<br>Feb 7 | **Exam 1 in class** | - |
| Week 6<br>Feb 14 | Arctic and subarctic ecology and adaptations | Module 4 |
| Week 7<br>Feb 21 | Riparian and lacustrine ecology and adaptations | Module 5 |
| Week 8<br>Feb 28 | Estuarine and continental ecology and adaptations | Module 6 |
| Week 9<br>Mar 7 | Archipelagic island ecology and adaptations, aka, Archaeology of the Bahama Archipelago | - |
| Week 10 | **SPRING BREAK!** | |
| Week 11<br>Mar 21 | Oceanic island ecology and adaptations | Module 7 |
| Week 12<br>Mar 28 | **Exam 2 (Take home exam, Due 4/4 in class)**<br>Deep time, climate change, and sea level change | Module 8 |
| Week 13<br>Apr 4 | Coastal Sites Then (but not now!)<br>1. The archaeology of submerged cultural resources | Module 9 |
| Week 14<br>Apr 11 | History and Heritage Under Threat<br>1. Threats<br>2. Opportunities for preservation | Module 10 |
| Week 15<br>Apr 18 | The Coastal Adaptation of the Future<br>1. The state of global fisheries<br>2. The future of global fisheries<br>3. Indigenous lifeways and climate change | Module 11 |

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| Week 16 | Final Exam TBA | |

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: 1/8 to 1/11
- Withdrawal deadline for this course: 3/20