HIS 103 World Civilizations I "Digging History"

Project Overview

What are the sources of our knowledge of ancient civilizations? How do we know what we think we know about the ancient past? These questions are fundamental to the study of world civilizations from pre-history to 1500.

"Digging History" is a project intended to help us delve into these threshold questions of knowledge production and critique while helping you practice your research and communication skills. Each student will study an ongoing or recent archaeological research project relating to period covered by this course. The student will present their findings in two formats: (1) a PAPER; and (2) a VISUAL PRESENTATION. Through this process, the class will gain deeper understandings of some of the groups covered by our text, valuable insights into groups not featured therein, and a taste of how researchers seek knowledge of these groups.

Step-by-Step Instructions

First: *Preferences*: The student will rank order their top five (5) topics from the pre-approved chart below using the form provided on the course Moodle page (Digging History Preference form). The student shall submit the form as a PDF to the appropriate folder on the course Moodle page. The student may choose their own archaeological project (one not on the chart) provided it fits within our period of study (pre-history to 1500) and subject to the instructor's approval.

Second: *The Topic*: The instructor will inform each student of their topic no later than two days after the submission deadline.

Third: *Starting the Research*: The student will begin their research by accessing the website indicated on the chart. This is just the starting place. In some cases, these websites link to images, reports, and other materials related to the archaeological project. In other cases, the student will have to find other digital sources to complement and supplement the initial webpage. Students must keep track of all digital sources used and construct a Works Cited/Sources page for the PAPER and the VISUAL PRESENTATION.

Fourth: *The Compulsory Research*: The student must gather information on the compulsory parts of the PAPER and VISUAL PRESENTATION (i.e., the components you must include). The compulsory parts are as following fundamental information: (1) an overview of the archaeological project (who, what, where, when); (2) history of the project (when started); (3) the goal(s) of the project (be as specific as possible); and (4) major finds and conclusions.

Fifth: *The Research*: The student should use discretion to find two themes on which to focus *beyond the compulsory elements*. This could be the way the archaeological project has worked with local communities, the way it has worked to promote local heritage, the way it has promoted preservation, the way it had contributed to museum exhibits, problems the researchers have experienced, the way the project has altered or confirmed the way we think about a group, time period, or trend, or some other aspects of the project that you find interesting and noteworthy.

Sixth: *The Paper*: The student must use their research to draft a PAPER between 1000 and 1200 words incorporating the information described above (the compulsory and the thematic). *See the Digging History Paper rubric on the course Moodle page to see how the final product will be assessed.*

Seventh: *The Presentation*: The student must use their research to develop a VISUAL PRESENTATION using Power Point, Google Slides, Prezi, or an equivalent presentation-specific software. Generally, the VISUAL PRESENTATION can follow the format of the paper, but creativity is encouraged. At a minimum, the presentation should introduce the class to the compulsory parts of the archaeological project and then flow into the larger themes on which you decided to focus. In the VISUAL PRESENTATION, maps and visuals are critically important. Thus, students should have visual elements such as photos of the dig site, artifacts, and maps. Students will share their findings with the class through a 5- to 6-minute presentation on October 13 or October 15, 2020. *The Digging History Presentation rubric is available on the course Moodle page.*

Potential Topics

#	Archaeological Project	Estimated Period	Starting website
1	Aghmat, Morocco	Middle Ages	https://www.archaeological.org/programs/public/site-preservation/projects/
2	Aidonia, Greece	1500-1300 BCE	"
3	Assos, Turkey	6th Century BCE	"
4	Azoria, Crete	6th Century BCE	"
5	Banteay Chmar, Cambodia	12th Century CE	"
6	Çatalhöyük, Turkey	7100-6200 BCE	"
7	Deir El-Ballas, Egypt	1800 BCE	"
8	Easter Island, Chile	300-400 CE?	"
9	Hoyo Negro, Mexico	10,000 BCE	"
10	Kaxil Kivic, Mexico	900 BCE-1000 CE	"
11	Kissonegra, Cyprus	2700-2400 BCE	"
12	Lod, Israel	5000 BCE	"
13	Nama, Chile	950-1450 CE	"
14	Narce, Italy	1800-300 BCE	"
15	San Bartolo, Guatemala	400 BCE-250 CE	"
16	Tell Mozan, Syria	2250 BCE	"
17	Nuri, Sudan	700-600 BCE	"
18	Umm El-Jimal, Jordan	1st-9th century CE	"
19	Abydos, Egypt	3150-2650 BCE	https://blogs.brown.edu/archaeology/fieldwork/abydos/
20	S'Urachi project, Sardinia (Italy)	700-600 BCE	https://blogs.brown.edu/surachi/
21	Dritfield Terrace, Yorkshire, U.K.	1st century CE	https://www.yorkarchaeology.co.uk/new-blog/gladiators
22	Karakoram, Mongolia		https://www.dainst.blog/DAI4all/aufteilung-der-grabungsareale-die-stadtmitte/
23	Gault, Texas	12,000 BCE	https://www.archaeological.org/programs/public/site-preservation/projects/
24	Byzantine Shipwreck, Bozburun, Turkey	9th century CE	https://nauticalarch.org/projects/bozburun-byzantine-shipwreck-excavation/
25	Caerau Hillfort, Wales	600 BCE	https://caerheritageproject.com/discover/
26	Find your own!		