

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Chinese and History**  
**with effect from Semester A 2020/ 21**

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**Part I Course Overview**

**Course Title:** World Archaeology

**Course Code:** CAH3852

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course introduces the basic concepts, theories and methods of archaeology, and provides a survey of archaeological excavations and discoveries around the world, including the Near East, Africa, China, Europe, and the Americas, with an emphasis on two or three regions. It explores the past cultures and societies through their material remains and examines the techniques for investigating, interpreting archaeological sites and findings, and the development of the archaeology discipline.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate what archaeology is and its development into the scholarly discipline.	20%	✓		
2.	Demonstrate the concepts, theories and methods of archaeology	20%	✓		
3.	Analyse the various categories of archaeological discoveries and archaeological records	20%		✓	
4.	Argue the scholarly viewpoints concerning details of past important cultures worldwide	20%		✓	
5.	Apply the archaeological techniques to locate, record, investigate, analyse, and interpret archaeological sites	20%			✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	In-class learning activities on facts, ideas, themes, theories and research findings are designed to	✓	✓	✓				

	demonstrate the key concepts, theories and themes in Chinese archaeology, and discuss knowledge of relevant Chinese archaeological findings and examine the research outputs and archaeological reports. Interactive in-class activities are included, e.g. five-minute comment and summary.							
Reading	Books, articles and archaeological reports related to the topics.		✓	✓	✓			
Tutorial and Presentation	Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into small groups to present an assigned topic. Teachers will assess and grade the presentation groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced.			✓		✓		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: __100__%							
1. Class participation and discussion: Student should proactively contribute to class by offering ideas and asking questions consistently both in lectures and tutorials. They should listen when others talk, both in groups and in class, use appropriate terminology and be able to synthesize or indicate gaps or extensions to the topics. Students are asked at the end of class to pose one question and summarize the course contents based on that day's lecture. The teacher asks students to examine the question on their own, and then provides an opportunity for students to	✓	✓	✓	✓		10%	

discuss it in pairs and with the whole class.								
2. Presentation: Students need to develop their own points and express their ideas in a creative and fluent manner.		✓		✓			20%	
3. One written assignment (around 1000 words): The written assignment helps students reflect on key concepts, theories and knowledge of world archaeology.	✓	✓	✓				10%	
4. Final paper (around 3000 words): students are required to write a final paper on a selected topic in academic form. They are required to generate their own arguments originally, use historical sources properly and apply methods skilfully. The paper should have a balanced presentation of relevant information that clearly supports a central argument and shows a thoughtful, in-depth analysis of a significant topic.			✓		✓		30%	
5. Test 1 - Mid-term Test 2 - Term-end In the two tests, students will be tested on topics and study materials, and related archaeological concepts, theories and examples discussed in the course.							30%	
6. Examination: - (duration: -)								

\* The weightings should add up to 100%.

100%
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## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and discussion	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, able to simulate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, able to initiate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced</li> </ul>	<p>Limited evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure,</li> </ul>	<ul style="list-style-type: none"> <li>• Loose organization, but acceptable identified content.</li> <li>• Adequate understanding of the reading and indication of grasp of the general ideas,</li> </ul>	<ul style="list-style-type: none"> <li>• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;</li> </ul>

	<p>the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul>	<p>composition;</p> <ul style="list-style-type: none"> <li>•Critical analysis, convincing statement and creative comment;</li> <li>•Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>balanced composition;</p> <ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>limited or irrelevant use of reading materials;</p> <ul style="list-style-type: none"> <li>• Simple and unilateral comments, without clear explanation;</li> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Loose organization, without distinct primary and secondary structure;</li> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
3. Written Assignment	<p>This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative, and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Able to express relevant points to the subject matter;</li> <li>• References are insufficient,</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> </ul>

		<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>ability to provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of references, no personal idea and/or unreasonable comment;</li> <li>• Seriously insufficient/no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.</li> </ul>
4. Final Paper	<p>This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative, and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Able to express relevant points to the subject matter;</li> <li>• References are insufficient, ability to</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Summary of</li> </ul>

		<p>which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<p>references, no personal idea and/or unreasonable comment;</p> <ul style="list-style-type: none"> <li>• Seriously insufficient/no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.</li> </ul>
5. Test	<p>Evidence of -ability in understanding the subjects, content and historical theories related.</p> <p>-ability in understanding the exam questions and answer with the assistance of relevant examples of art works.</p> <p>-ability in expressing ideas effectively in form of writing.</p>	<ul style="list-style-type: none"> <li>• Excellent command of knowledge, skills and understanding in lectures of archaeology.</li> <li>• Deep understanding of concepts and key ideas and connections between them</li> <li>• Innovative ideas with convincing demonstration</li> <li>• Good and organized expression</li> </ul>	<ul style="list-style-type: none"> <li>• Good command of knowledge, skills and understanding in lectures of archaeology.</li> <li>• Deep understanding of concepts and key ideas and connections between them</li> <li>• Innovative ideas with convincing demonstration</li> <li>• Good and organized expression</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate command of knowledge, skills and understanding in lectures of archaeology.</li> <li>• Understanding of concepts and key ideas and connections between them</li> <li>• Innovative ideas with less convincing demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Marginal command of knowledge, skills and understanding in lectures of archaeology.</li> <li>• Fair understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to show knowledge, skills and understanding in lectures of archaeology.</li> <li>• Poor understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing demonstration</li> </ul>

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

World Archaeology, Antiquarianism, Nationalism, Scientific Inquiry, Landscape, typologies, Climate change, Early Lithic Technologies, Human Evolution, Homo sapiens, Africa, China, Europe, Plant, Animal Domestication, Monumentality, Egypt, Historical Archaeology.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

Chapters taken from the following books

1.	Paul Bahn ed, <i>The Atlas of World Archaeology</i> , New York: Checkmark Books, 2000.
2.	Anne Underhill (ed), <i>A Companion to Chinese Archaeology</i> , New York: Wiley-Blackwell, 2013.
3.	Li Liu and Xingcan Chen, <i>The Archaeology of China: From the Late Paleolithic to the Early Bronze Age</i> , Cambridge: Cambridge University Press, 2012.
4.	Miriam Stark, <i>Archaeology of Asia</i> , Malden: Blackwell pub, 2006.
5.	Peter Mitchell and Paul Lane, <i>Oxford Handbook of African Archaeology</i> , Oxford: Oxford University Press, 2013.
6.	Sarunas Milisauskas, <i>European Prehistory</i> , New York: Springer, 2011.

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Archaeology Teaching Resources, <a href="http://www.aaanet.org/sections/sacc/?page_id=63">http://www.aaanet.org/sections/sacc/?page_id=63</a>
2.	Michael Chazan, <i>World Prehistory and Archaeology</i> , London: Routledge, 2013
3.	Colin Rebfrew and Paul Bahn eds, <i>The Cambridge World Prehistory</i> , Cambridge: Cambridge University Press, 2014.
4.	Falkenhausen, Lothar von. <i>Chinese Society in the Age of Confucius (1000-250 BC): The Archaeological Evidence</i> . Los Angeles: Cotsen Institute of Archaeology, University of California, 2006.
5.	Chang Kwang-chih, <i>The Archaeology of Ancient China</i> (4 edition), New Haven: Yale University Press, 1987.