ARCHAEOLOGY is the study of how humans have created the world we live in—a voyage of exploration into the human past. The goal of this voyage is to gain new perspectives and insights into who we are and how our world came into being. As is true of all sciences, archaeology is not a search for absolute and final answers. Archaeologists develop knowledge of the past that can be continuously questioned and improved. The goal of this book is to involve students in the current state of archaeological research—to reveal how archaeologists work and what they know. The fascination of archaeology is found in the continual process of human self-discovery. This book will help connect students to that process and show them not only the discoveries that have been made, but also the challenges that remain.

New to This Edition

The third edition includes expansions of existing chapters and updated information throughout.

- Recent discoveries are examined, including the genetics of Neanderthals and related populations, early symbolic artifacts from South Africa, the Iceman and its implications for Neolithic Europe, and the Harappan city of Dholavira.
- Expanded coverage of both the practice and the legislation of cultural resource management (CRM) archaeology is included in Chapter 1, “Getting Started in Archaeology,” and Chapter 2, “Putting the Picture Together.”
- The archaeology of complex societies in East Asia has been expanded and grouped in Chapter 12, “Locating the Source of Authority: Early States in Asia.” This chapter now includes material on the expansion of the Chinese state, the Silk Route, and the development of state societies in Japan, and the development of Angkor.
- The Epilogue has been rewritten to focus on the archaeology of the recent past including the archaeology of the slave trade, with examples from Gorée, Senegal and Annapolis, Maryland, and the archaeology of industrialization, with examples from Lowell, Massachusetts and Ludlow, Colorado.
- Expanded coverage of the Maya civilization includes the discoveries from the Preclassic period at the site of San Bartolo, the use of LiDAR at Caracol, and the painted murals at Calakmul.
- New From the Field boxes include “A First-Person Account of the Bruniquel Horse Engraving Discovery” (in Chapter 5, “The Origin of Modern Humans”) and “Cultural Resource Management Archaeology in the Southwest” (in Chapter 10, “Complexity Without the State”).
- Enhanced electronic resources include enhanced maps, podcasts custom-recorded for this text, access to selected articles from the journal Antiquity and Proceedings of the National Academy of Sciences chosen for each chapter by the author, and a gallery of 3D objects and animations.

In archaeology, it is not enough to raise questions; one must also think of methods for providing the answers. People often think of archaeology as a random accumulation of artifacts or a series of chance discoveries. In practice, archaeology is a far
more active and creative undertaking. Certainly, the excitement of discovery plays an essential role. Even in the most carefully planned project, the possibility always exists that the next shovel of soil will lead to an unexpected revelation. In this third edition, you will read about the surprising genetic evidence of a new species contemporary with Neanderthals, early ages for the origin of millet domestication in China, and the impressive murals at the early Maya site of San Bartolo—as well as the earliest evidence for fire on an archaeological site from my own research in South Africa.

Much of the excitement of archaeology comes from asking questions and finding answers. In this edition, you will also read about the application of new perspectives and methods, such as the use of surveying to understand the development of social complexity in China and the role metallurgical analyses play in elucidating the ancient technologies of the Andes.

In working on this book, I have been struck by three characteristics of archaeology today. The first is that archaeology is a truly global discipline. One can no longer remain up-to-date simply by relying on the information emerging from a small number of centers of research. The challenge today is to keep abreast of a torrent of information coming from archaeologists all over the world. In writing this book, I am painfully aware that there is likely to be information I have missed and vital insights I have failed to incorporate. However, thanks to a wealth of resources available through university library websites, research that in the past would have taken weeks to conduct can now be completed in minutes with a few clicks of the mouse.

The second characteristic of archaeology today is that it often involves deploying methods from the study of natural sciences. In many cases, research requires collaboration between natural scientists and archaeologists. One of the most important skills for an archaeologist today is to be able to collaborate with specialists in other fields. Collaboration is a tricky business that requires trusting our partners and stretching our perspectives, but the result is a significant increase in scientific capacity.

The third characteristic of contemporary archaeology is that there is increased engagement with the modern world. Archaeologists around the globe today find themselves enmeshed in complex issues ranging from community identity to the tourist industry. The recognition of the fragility and importance of the archaeological record is central to contemporary archaeology.

Preparing the third edition has involved some reorganization and expansion of coverage. However, the main outcome of the revision is a book with a stronger conceptual core: Archaeology is presented as a dynamic, scientifically rigorous, and socially engaged inquiry into the remains of the human past that survive in the world today.

Organization

Part One of this book, “The Past Is a Foreign Country: Getting from Here to There,” presents an introduction to archaeological method and theory. The first chapter, “Getting Started in Archaeology,” begins in the field and discusses how archaeologists locate and excavate sites. From the field, we move into the laboratory to look at how the remains recovered in an excavation are analyzed. Archaeology involves not only conducting field and laboratory work, but also developing a framework for thinking about the past. In Chapter 2, “Putting the Picture Together,” we consider how well we know the past and how much we can learn about it. This chapter presents a brief history of the ways archaeologists have thought about the past.

From here, we turn to what we currently know about prehistory. The next three parts of the text examine human evolution, agricultural beginnings, and the development of political complexity, respectively. Part Two, “Human Evolution,” covers the period from the first evidence of tool manufacture to the spread of mod-
ern humans (*Homo sapiens*) throughout the globe. Human evolution involves the interaction between changes in human anatomy and changes in the way humans lived and in the tools they used. The four chapters in this part follow the process of biological evolution, while tracking the geographic spread of human populations and developments in the way they lived.

Part Three, “Perspectives on Agriculture,” examines the shift to an agricultural way of life. The development of agricultural societies demanded a profound reorientation of the way humans related to plants and animals, along with equally significant changes in society and technology. Because the transition to agriculture took place independently in several distinct regions, it is possible to take a comparative approach to the origins of this new way of life to gain a broad understanding of the process. Chapter 7, “Towers, Villages, and Longhouses,” presents the archaeological record pointing to the beginnings of agriculture in the Middle East and the spread of agriculture into Europe. Chapter 8, “Mounds and Maize,” focuses on the origin of maize (corn) agriculture in Mesoamerica and its spread into North America. The adoption of maize agriculture in eastern North America is particularly interesting and complex, as maize was integrated into an existing indigenous agricultural system. Chapter 9, “A Feast of Diversity,” broadens the comparative perspective by briefly considering a number of other civilizations in Africa, China, New Guinea, and Peru. It becomes clear that the development of agriculture often spanned a period of several thousand of years and that the process differed significantly among regions.

Following the adoption of agriculture, societies in many parts of the world expanded in scale and increased in population, which in turn led to increased social inequality. Power and access to resources came to be controlled by a smaller segment of people, resulting in the emergence of state societies. Part Four examines “The Development of Social Complexity.” This final part covers many of the world’s most spectacular and enigmatic archaeological sites, including Stonehenge, the pyramids at Giza, and the cities of the Maya. As with agriculture, social complexity developed independently in a number of regions. Thus, it is again possible to use a comparative approach to gain a broad understanding of this process.

The first chapter of Part Four—Chapter 10, “Complexity Without the State”—considers the monumental sites of Stonehenge, Pueblo Bonito, Cahokia, and Great Zimbabwe, constructed by societies that were characterized by emerging social inequality. The remaining chapters present case studies of early states and empires and are organized geographically. Coverage has been expanded to include Japan and Angkor. Coverage of early states in China, Mesoamerica, and the Andes has also been expanded. The text concludes with an epilogue entitled “Bringing It Back Home,” in which we look at the traces of the past in our familiar world.

**Pedagogy**

Every chapter contains a number of pedagogical elements to guide students through the text. Each chapter opener includes satellite location maps and timelines to orient students in time and place to the sites discussed. Learning objectives help students focus their reading of each chapter. Key terms, concepts, and place names are defined or described when they first appear within the text; they are also defined in the margin of the page. Subsequently, they are all listed together in a section at the end of each chapter called *Key Terms*, along with a *Chapter Summary* and a list of *Review Questions*. Each chapter contains
dozens of stunning illustrations and photographs to engage students in the subject matter, demonstrate key concepts, and visually convey the spectacular nature of our stops along the pathways through time.

**Distinctive Features**

The main purpose of this book is to present an integrated picture of prehistory as an active process of discovery. From this perspective, we cannot relegate methodological issues to the opening chapters alone. After students are introduced to archaeological method in the first two chapters, the question of how we know the past comes up on numerous occasions throughout the remaining text. A number of features have been developed to draw together an integrated presentation of prehistory.

- **Toolbox Sections**
  
  Toolboxes introduce aspects of archaeological methods that are particularly relevant to the material covered. There are two Toolboxes per chapter. Toolboxes are critical for achieving the aim of this book: to integrate prehistory with an introduction to archaeological methods. Examples of Toolboxes in this third edition include “Archaeoaoustics” (Chapter 2), “Faunal Analysis and Taphonomy” (Chapter 2), “*Chaine Opératoire* and the Levallois Method” (Chapter 4), “Experimental Archaeology” (Chapter 6), “Archaeology and Genetics” (Chapter 11), “Underwater Archaeology” (Chapter 12), “Space Syntax” (Chapter 12), and “Human Osteoarchaeology” (Chapter 13).

- **Archaeology in the World**

  Despite the stereotype of the archaeologist as a cloistered academic, archaeology is very much a discipline that takes place in the real world. Issues such as control over human burial remains, the antiquities trade, and the preservation of threatened cultural resources are every bit as important to the field as trowels and levels. Archaeology is not only the study of what happened in the past, but also the examination of the role of the past in today’s world.

  To emphasize the significance of the role of the past in the present, every chapter includes a boxed feature called *Archaeology in the World*. These boxes pinpoint ethical issues relevant to the archaeology of the periods discussed in the chapter. Through reading these features, students will see that archaeology plays a role in the present. *Archaeology in the World* topics include “Religion and Evolution” (Chapter 4), “Repatriation of Indigenous Burial Remains” (Chapter 6), “The Trade in African Antiquities” (Chapter 10), and “The Fate of Iraq’s Antiquities” (Chapter 11). This third edition includes new features on “Community Archaeology” (Chapter 1), “Political Borders and Archaeology” (Chapter 7), “Who Owns the Past?” (Chapter 8), “Archaeology and the Environment” (Chapter 9), “Archaeology and Development” (Chapter 12), “Archaeology and Tourism” (Chapter 13), and “Ancient Agriculture and Modern Development” (Chapter 14).

- **From the Field**

  A primary goal of this text is to draw students into the process of archaeological research. Rather than sitting on the sidelines observing the game, students should be on the playing field. This does not mean that this book is suitable only for future archaeologists; rather, it is meant to provide the tools to give any student a lifelong engagement with archaeology, whether through traveling, visiting museums, reading,
or joining in a research project. Toward that end, we have also included in each chapter a feature called From the Field, in which people—including students—who are actively involved in archaeological research write an informal report about a project relevant to the chapter subject. Two new From the Field segments in this third edition are “A First-Person Account of the Bruniquel Horse Engraving Discovery” (Chapter 5) and “Cultural Resource Management Archaeology in the Southwest” (Chapter 10). Additional From the Field segments include “Following the Footsteps of Our Ancestors,” by Andrew Du, a student at Rutgers University (Chapter 3); “A Paleopiphany,” by Dr. Lynne A. Schepartz (Chapter 4); “‘Towns They Have None’: In Search of New England’s Mobile Farmers,” by Dr. Elizabeth S. Chilton (Chapter 8); “The Socialization of Ancient Maya Children,” by Rissa M. Trachman (Chapter 13); and “Chavin de Huántar: The Beginnings of Social Complexity in the Andes,” by Dr. John W. Rick (Chapter 14). I have also contributed features on my own fieldwork experiences in South Africa, Jordan, and Egypt. I hope that these sections will inspire some readers to consider volunteering on an excavation or enrolling in a field school. No words can replace the experience of uncovering the buried remains of the human past.

The Cover Image

The elephant shown on the cover of the book is an enormous bronze vessel dating to the Shang Dynasty (1600-1050 BC). Bronze vessels in Shang Dynasty China were essential to the ruler’s power to connect the human world with the divine. Bronze is an alloy made from smelting copper with another metal, usually tin. This process was not only technically demanding but also required trade networks to provide access to raw materials. This elephant vessel was used for serving wine that was poured out of the trunk. At almost a meter in length, the vessel would have held a large amount of wine and one imagines would have been quite difficult to pour. Although this object dates to the Shang Dynasty it is in a style characteristic of southern China far from the Shang capital of An Yang (Ekserdjian 2012). This period saw the development of a range of sophisticated methods for forming bronze vessels and a diversity of regional styles. Dimensions: 64 × 96 × 34 cm.

A Final Note

Australian aboriginal societies speak of the dreamtime as the time when their ancestors walked the land. The actions of ancestors are inscribed in the land and experienced in the landscape. Archaeology explores the “scientific dreamtime”—the time of our ancestors that we discover through archaeological research. This book is an introduction to the current state of archaeology. It is not a simple catalogue of finds, but rather an attempt to give coherence to the vast expanses of human experience studied by archaeologists. Our hope is that readers will keep in mind the uncertainty that characterizes the study of prehistory. What is meant by “uncertainty”? Archaeology is a constant process of questioning and improving our understanding of the past. As in any science, all claims can and should be questioned. Archaeology is a report on the current state of the human endeavor to understand our own past. We invite you
to join this endeavor, in which we reveal the present state of archaeological knowledge and introduce you to the methods used to gain that knowledge. We hope that these tools will enable you to actively engage in thinking about humanity from the perspective of archaeology, to think about processes that stretch over millennia and are global in scale, and to walk the pathways of our own “scientific dreamtime.”

Support for Instructors and Students

This book is accompanied by an extensive learning package designed to enhance the experience of both instructors and students.

MySearchLab®

MySearchLab with eText A passcode-protected website that provides engaging experiences that personalize learning, MySearchLab contains an eText that is just like the printed text. Students can highlight and add notes to the eText online or download it to an iPad. MySearchLab also provides a wide range of writing, grammar, and research tools plus access to a variety of academic journals, census data, Associated Press news feeds, and discipline-specific readings to help hone writing and research skills.

Classroom Preparation Tool Pearson’s own Class Preparation Tool makes lecture preparation simpler and less time-consuming. It collects the very best class presentation resources—art and figures from our leading texts, videos, lecture activities, classroom activities, demonstrations, and much more—in one convenient online destination. You may search through Class Preparation Tool’s extensive database of tools by content topic (arranged by standard topics within the anthropology curriculum) or by content type (video, audio, simulation, Word documents, etc.). You can select resources appropriate for your lecture, many of which can be downloaded directly, or you may build your own folder of resources and present from within Class Preparation Tool.

Instructor’s Resource Manual and Test Bank (0-205-95344-1) For each chapter in the text, this valuable resource provides a chapter outline, preview questions, lecture topics, research topics, and questions for classroom discussion. In addition, test questions in multiple choice, true/false, and short answer formats are available for each chapter; the answers are page-referenced to the text.

MyTest (0-205-95347-6) This computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions, and to add new questions. Other special features of this program include randomly generating test questions, creating alternative versions of the same test, scrambling question sequences, and previewing tests before printing.

PowerPoint™ Presentation (0-205-95345-X) These PowerPoint slides combine text and graphics for each chapter to help instructors convey anthropological principles and examples in a clear and engaging way.

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In writing this book, I have drawn on practically every experience I have had as an archaeologist. First, I would like to thank some of my teachers. The late James Sauer taught me much of what I know about pottery and showed me that archaeology
has the potential to build bridges across the chasms produced by conflict. Andrew Moore and Frank Hole supported me as I stepped out of the classroom and into research and provided me with the freedom that I now try to give my own students. Learning to be an archaeologist takes place in the field as much as in the classroom. I have had the opportunity to work with project directors who somehow had the patience to put up with a novice. I am very grateful to Avi Gopher, Nigel Goring-Morris, and François Valla for teaching me how to excavate a Neolithic site; to Ofer Bar-Yosef, Liliane Meignen, and Bernard Vandermeersch for showing me why the Paleolithic is fascinating; and to Mark Lehner for the incredible experience of working at the Giza pyramids. I would also like to thank my friend Zahi Hawass for making it possible for me work in Egypt.

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Beginning with the second edition, I have been guided by a team led by Nancy Roberts, Publisher for Anthropology at Pearson. The editorial development was skillfully handled by Monica Ohlinger. For the third edition, Anne Ricigliano managed the production process—coordinating all of the moving pieces was no easy feat. Tom Scalzo oversaw the accompanying media, and Kelly May conceived the creative marketing plan.

Without the input from the following generous and insightful reviewers, whom I wholeheartedly thank, we would not have been able to achieve the high level of quality of this book:

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Since World Prehistory and Archaeology: Pathways Through Time is used as a course text, I hope that instructors and students may wish to contact me. I would appreciate receiving questions, comments, and criticisms at mchazan@chass.utoronto.ca.

I would like to take the opportunity to thank my parents, who have been a constant source of inspiration and support. I am delighted to have shared this project with my wife, Michelle Fost, and our children, Gabriel and Nathan. This has been in every sense a team effort.

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