

**ANTHROPOLOGY 1030 (Gen. Ed. Breadth SS)
WORLD ARCHAEOLOGY
Fall Semester 2014**

Tuesday and Thursday 12:00 – 1:30 pm Engr 101

Professor Steven Simms

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Student Drop-In Visitation Hours: Monday 10:00 – 11:00 am; Tuesday, Thursday 1:45 – 3:00 pm. Other times: Please email me for an appointment. Drop-ins are welcome, but subject to time constraints.

Teaching Assistant: Jedd Powell powellj0810@gmail.com

This syllabus is important! You are responsible for knowing what is on this syllabus and you will be quizzed on the contents on Thursday, Week 2 (no makeups for this short quiz).

OUR COURSE

The course is web-assisted, but it is very much a “live” course. The CANVAS home page is used for several things including:

- Course Content. Many of the overheads used in class, as well as note-taking aids are posted here. Additional short readings are also posted. These can help you should you have to miss class.
- Announcements. I will occasionally send announcements to the class as reminders, or alerts.
- Assignments. Assignments are shown on your syllabus, but are also shown on CANVAS.
- Discussion. This link provides a way for you to ask questions online for class discussion.
- Mail. You may contact me or the T.A. via direct email or via Canvas. I see my direct email more frequently than the Canvas mail.
- Grade Book. This enables you to track your progress through the semester.

A note about class attendance: I do not take roll. You will learn more and earn a higher grade if you attend class every day. If you miss a lot of class you will do much worse on the quizzes and the final exam. You will also miss things you need to know to learn and to function in class. Remember, it is never permissible to expect the professor to review what you missed simply because you had other things to do than come to class.

TEXT (required)

Feder, Kenneth L.

2014 *The Past in Perspective: An Introduction to Human Prehistory*. 6th edition. NOTE: The 5th edition of this book works ok for our course and is probably much less expensive.

INTRODUCTION TO COURSE SUBSTANCE

We will investigate two broad subjects in this course: *archaeology* and *the human past*. What are these and what are the differences between them?

Archaeology is a sub-field of anthropology (the other subfields are cultural anthropology, biological anthropology, and anthropological linguistics). Archaeology learns about humans from the remains we create and leave behind: buildings, artifacts, skeletons, landscape modification, and discard (to name just a few). These remains do not have to be old - they can be yesterday's garbage. This aspect of the course focuses on the *means* by which archaeologists "decode" the material record of past human behavior. In other words, emphasis will be placed on *how* we can know about the past. The scientific and problem-solving characteristics of archaeology are important. A central goal is to provide you with the intellectual tools *to evaluate data* about the past. By learning how archaeology works, you gain much more than a list of "facts." You will gain problem-solving skills that you can build upon after you leave.

The human past refers to the *interpretations* of archaeology and *explanations* of the human past at an anthropological scale. This means that we seek more than a description of the past. We also seek explanation of the culture process – the *causes* driving *why* things happened the way they did, and *why* cultures take the forms that they do. We will find there is a great deal of patterning across cultures, and that the diversity and even the strangeness of the past that often attracts us are actually unified by similarity. We will find that cultural differences and similarities are *dependent on the circumstances* under which cultures evolved and exist. A combination of specific cases and learning about general processes will help us see a past arising out of the circumstances in which human behavior developed, rather than innate or arbitrary (biological, sociological, or psychological) differences among "kinds" of people. Finally, by seeking explanation, we see that humans are part of the natural world - not apart from it.

Archaeology and the American Culture Wars

Archaeology bridges the sciences and humanities, and students often find some of the material to be strangely unfamiliar and even disconcerting. You may be surprised at how far-ranging the study of the past can be. Keep an open mind and remember, the past is used by all cultures *to shore up existing values*. Sometimes it might seem that our investigation of the past challenges some of our received wisdoms. That is the nature of education, but it is especially characteristic of anthropology. This is because anthropology purposefully steps outside of our own culture to consider the problem of the *Other*. We all have our beliefs, but for our purposes here consider the idea that regardless of what any of us believe happened in the past, something did happen and it may be very different from what we believed happened or what we might prefer. One of our primary quests this semester is to learn *to evaluate how we know*; which stories about the past are more likely to be true and which are less likely to be true. We employ a scientific perspective, which means that we don't so much traffic in truth, but in degrees of probability. In science the questions often teach us more than the answers. In archaeology, it is not what you find, but what you find out.

LEARNING GOALS AND ASSESSMENT

Note: Class readings, lecture, questions, and discussion, as well as the quizzes, the final exam, and assignments are all designed to assess the following learning goals.

1. Understand some basics about the science of archaeology: goals, ethics, concepts, terminology, and some applications.
Assessment: Know history of archaeology, archaeology as a natural science, archaeology as a subfield of anthropology, and archaeology in cultural context. Appreciate that the past is a non-renewable resource that is being destroyed. Appreciate that the study of the past is a tool to promote understanding of and tolerance for cultural diversity in the present and future.
2. Use the knowledge in #1 to *evaluate information* that comes from archaeology in order to know about the human past.
Assessment: Know kinds of archaeology, the nature of the archaeological record, and some questions archaeology asks. Show familiarity with some of the methods, and how archaeological evidence is used in some specific cases.
3. Learn the outlines of the human past from the time of the first humans to the present.
Assessment: Know the major periods, cultures, and trends. Be able to refer to examples and connect these examples to the larger questions that archaeology is interested in.

4. Understand the processes that explain human differences and similarities - the reasons that history followed different courses across space and through time.

Assessment: Ability to connect your knowledge of archaeology with the processes that caused the human past to take the forms it did. Examples might include: the sexual division of labor, agriculture, civilization, inequality, cooperation, and conflict. You should be able to synthesize your knowledge of the human past and some of the explanations for that past to a person who is *as familiar* with archaeology as you.

EXPECTATIONS AND POLICIES

Simms Basic Rules

You are *responsible* for what goes on in class whether you are present or not. As a guideline, if there are indications that you will miss more than 3 class days during the semester, you should drop the class now.

You are *responsible* for all course assignments (e.g., reading, writing, in-class discussions, hand-outs, videos) whether you do them adequately or not.

Attending the university is optional. As such, I assume you are registered for this course *only* because you are interested in the subject matter, not because you “need credits”. I treat attendance and performance at a research university on a par with holding down professional-level employment.

Please be punctual. I get to know chronic late-arrivers and you do not want me to know you that way. If there is a good reason for repeatedly arriving late, please communicate with me so I will understand your situation.

Please turn off cell phones and pagers when in class. Phones going off ensure a poor reputation.

If you want to chat with friends, please leave.

My Promise to You

I will return your investment in meeting the standards of a university education and your effort toward intellectual growth with a genuine interest in you. I will be available to you, return your emails, and discuss anthropology with you. My evaluation of your work in the course is unrelated to my value for you as a person.

The Teaching Assistant

We are fortunate to have Jedd Powell as our teaching assistant (TA). He is a good student who can help you learn anthropology. Contact him via CANVAS mail or email: powellj0810@gmail.com Please be aware that for questions about grades, special arrangements, make-up exams, etc., you must contact Professor Simms, not Mr. Powell.

Some Unsolicited Advice

This course is introductory, but not elementary. Introductory courses can be among the most difficult because the material is typically unfamiliar. This course assumes broad cultural literacy including intellectual traditions of the Western (Occidental) World, including literature, history, philosophy; university level vocabulary, reading speed, and comprehension skills; familiarity with the processes of the natural sciences; university level note-taking and study habits. I will, however, work with you if you are willing to put in the effort. If you need help, see me sooner rather than later.

Other Policies

Cheating

USU policies regarding honesty, including cheating on exams and assignments and plagiarism, will be adhered to. See the Student Code for policy details. <http://www.usu.edu/copyrightatusu/students/usu-student-code.cfm>

Students with Disabilities

If you have a documented disability and need reasonable accommodation to participate in this course, please visit with me *immediately*, or notify the Disability Resource Center to contact me so we can work with you.

FERPA

In compliance with the Family Education Right to Privacy Act (FERPA), we maintain the confidentiality of students' records. In some instances, we may place assignments for pick-up during class where they might be visible to others. The waiver we sign in class is optional, and if you choose not to sign it, please let the Teaching Assistant know so we can hand your assignments to you personally.

Make-up Policies.

See sections below, "Quizzes and Final Exam" and "Video/Slide Make-up Policy".

ASSIGNMENTS, QUIZZES AND FINAL EXAM

Reading Assignments

- You are responsible for the assigned readings, *and* for the comprehension of their contents.
- Readings will be completed and studied *before* the class day listed on the syllabus.
- Take time to think about how the readings fit together with the classroom work and the assignments. Link your reading into your class notes.
- Jot down questions and ask them in class during one of the Q & A times, or when the material is covered.
- My lectures tend to use the readings as a basis for exploration and departure, rather than being a summary of the readings. I do not lecture to the book. If you experience difficulties, please communicate.

Museum Exploration Assignment (25 points)

This assignment is posted on CANVAS in the Assignment link. Download and print the assignment. Students will explore the USU Museum of Anthropology (Old Main 252) and answer a series of questions identified under this assignment on Canvas. The assignment is due in Week 4 at the beginning of class Thursday, September 18. Late assignments (turned in after class begins) will lose 5 points/each day late.

Critical Thinking Assignment (50 points)

Two readings form the basis of this exercise in critical thinking. Both are on the Course Outline on this syllabus and on Canvas for this assignment:

Diamond, Jared "The Worse Mistake in Human History". *Discover* magazine 1987

Pringle, Heath "The Ancient Roots of the 1%". *Science* May 23, 2014

The assignment consists of:

- Read these brief papers.
- Conduct research beyond these readings.
- Form a position pertaining to one of the central messages in the two readings.
- Write a position paper (750 words maximum) that supports your position with evidence.
- Then explore another view, one different than your position.
- Write a second position paper (750 words maximum) on that contrary position and support with evidence.

Quizzes and Final Exam (25, 50, 75 points)

There is a brief opening quiz, two longer quizzes, and a final exam. The opening quiz will evaluate whether you have logged on to the course home page and taken the time to study the syllabus. It will also ask some content questions that will be easy if you were present during the first week and a half of the course. The two longer quizzes cover current readings and class content. Their dates are shown on the Course Schedule section of this syllabus. Quizzes are objective in style, and we will use a blue scantron. The final exam is cumulative, objective, and uses a blue scantron.

Important! Students provide blue scantron forms for the quizzes and final. Purchase them at the bookstore ASAP.

Make-up Policy for Quizzes and Exams

The Opening Quiz cannot be made-up, even if you add the class after it is given. Quizzes and the Final Exam *may* be approved for make up under *exceptional* circumstances and by *prior arrangement*. Family trips, weddings, conflicts with other classes, or any activities attended at your discretion are not adequate reasons to make-up quizzes or the final exam (exceptions for the final exam are a call to military duty or something equally significant). USU approved activities (sanctioned athletics, etc.) will be accommodated on a case by case basis, but you will have to keep up with the course work. No make-ups will be given more than one week after the quiz/exam was administered in class. You may be asked to provide written documentation of why you must make up a quiz (e.g. doctor’s notice, letter from attorney or judge, funeral program).

When in doubt, communicate with me. I will listen to reason, but will expect you to be prepared, professional, and mature in your expectations of yourself and of me.

Video Series and In-Class Video Discussion

This is not a graded assignment per se, but will help you on your quizzes and the final exam. Toward the end of the semester we will see selections from a video series titled “Out of the Past.” The series uses the ancient Mayan cultures in Mesoamerica to introduce general concepts in archaeology and anthropology. The screenings are followed by class discussions. A “Video Guide” for each screening will be posted on the CANVAS. Please familiarize yourself with the appropriate episode *before* the day the video is shown. Consider printing the Video Guides to have during the screenings and discussions. Material from the videos and discussions will be found on the quizzes and the final exam.

Video/slide Make-up Policy

Since you are under contract to attend class by registering for the course, there will be no make-up showings of videos or slide shows (both are owned by me; hence they are not available from library audio visual). If you miss a video day, do the same as you would do if you missed a lecture day - obtain notes from one of your classmates so you can prepare for the discussions. In exceptional cases of need and by prior arrangement, make-up screenings may be considered.

POINTS AND GRADING

Opening quiz	= 25
Critical thinking	= 50
Quizzes: 2 @ 50 points each	= 100
Final exam	= 75
Museum exploration	= 25
Course Total	<hr/> = 275

Intangibles affect borderline cases (e.g., participation, attendance, punctuality, work habits, attitude).

Students can track their grades in CANVAS under the Grade link. I am available to discuss your grade standing and the means to improve.

Given the diversity of assignments already required, there will be *no extra credit assignments*.

COURSE SCHEDULE AND READING ASSIGNMENTS

Week	Topics	Reading (from Feder text unless otherwise noted)
1 8/26	Encountering the past Tu Introduction to the course, what you can gain from the study of archaeology, kinds of archaeology, and kinds of sites. Th The anthropological perspective. History of archaeology. Evolution and the concepts of proximate and ultimate causation.	Chapter 1
2 9/2	Probing the past Tu Basic terminology. Goals of archaeology, ethics. Going on a dig. Th Epistemology: Science in archaeology <i>Opening quiz, 9/4.</i>	Chapter 2
3 9/9	The archaeological record Tu The concept of the archaeological record and site formation processes. Kinds of information and analyses Th Fantastic archaeology vs. archaeological inference. Chronology building techniques.	Chapter 2
4 9/16	Chronology Tu No class. Th Chronology. <i>Museum exploration assignment due at beginning of class, 9/18.</i>	Chapter 2
5 9/23	Human biological evolution Tu Chronology. <i>Review for Quiz 1.</i> Th <i>Quiz 1, 9/25.</i> African Roots: Time, apes, and hominids.	Chapter 3
6 9/30	Hominid evolution and becoming “human” Tu Bipedality, brains, and tools. Evolution: a twiggy bush. Hominids conquer the world. The Pleistocene epoch Th Breaking the cave man image. Issues about <i>Homo erectus</i> “Premodern” humans and Neanderthals	Chapters 3, 4 Chapters 4, 5
7 10/7	Our foraging legacy Tu “Eve,” continuity, discontinuity, and the debate over the beginnings of “race.” Th Modern humans & cultural takeoff. The foraging spectrum and the Paleolithic prescription.	Chapter 5 Chapter 6
8 10/14	Across the oceans Tu Colonizing Sunda and Sahul. Origins of Polynesians. Th No class.	Chapter 7
9 10/21	The first Americans Tu Colonization of the Americas: when and how? Th Paleoindian archaeology. Who are the Native Americans?	Chapter 7

- 10 The food producing transition**
 10/28 Tu The Mesolithic in Southwest Asia and Europe Chapter 8
 Farming: when, where, and most of all, why? Chapter 9
 Th The Neolithic “revolution”: the greatest irony? Readings for Critical
Introduce Critical Thinking assignment Thinking assignment by
 Diamond and Pringle
 (CANVAS)
- 11 Neolithic consequences and the roots of complexity**
 11/4 Tu The origins of civilization Chapter 10
 Th Explosions of complexity: chiefs, ancestors, public works, warfare and peasants. Chapters 11, 12, 13
Review for Quiz 2
- 12 Early civilizations: Out of the Past video series**
 11/11 Tu *Quiz 2, 11/11*
 Th Video. Out of the Past: New Worlds. Discussion.
- 13 Out of the Past**
 11/18 Tu Video. Out of the Past: Artisans and Traders. Discussion.
Critical Thinking assignment due online before Tuesday 11/18 @ 5pm
 Th Thanksgiving Break
- 14 Out of the Past**
 11/25 Tu Video. Out of the Past: Power, Prestige and Wealth. Discussion.
 Th Collapse and the example of the ancient Desert West of the United States. Chapters 14, 15
 Did ancient Native Americans have a “sustainable” system?
- 15 The Columbian exchange and archaeology now**
 12/2 Tu When worlds collide. C. Mann, “1491” (CANVAS)
 Th Who owns the past? Being an archaeologist Feder: Evolutionary Epilogue
 Review for final exam

Final exam. Thursday, December 11 @ 11:30 a.m.-1:20 p.m in our regular classroom.