ANTHROPOLOGY 1030 (Gen. Ed. Breadth SS)
WORLD ARCHAEOLOGY
Fall Semester 2015
M, W, F  9:30 – 10:20 am   Engr 101

Professor Steven Simms
Office: Main 245g  Phone: 797-1277   s.simms@usu.edu

Student Drop-In Visitation Hours: M, W, F  8:00 – 9:00 am, 10:30 – 11:00 am.
Other times: Please email me for an appointment. Drop-ins are welcome, but subject to time constraints

Teaching Assistant: Essa Temple. essa.temple@gmail.com

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. Some 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 and propose discussion among each other.
- 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.

TEXT (required)
Fagan, Brian
2012 Ancient Lives: An Introduction to Archaeology and Prehistory. 5th Edition. We will not be using the MySearchLab companion to this text.

Other Readings (required)
Shown on Canvas

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.

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, salaried 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 when in class.

If you want to chat with friends, or use your laptop to surf the web, or use your email, then 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 Essa Temple as our teaching assistant (TA). She is a good student who can help you learn anthropology. Contact her via CANVAS mail or email. Please be aware that for questions about grades, special arrangements, make-up exams, etc., you must contact Professor Simms, not Ms. Temple.

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](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.
ASSIGNMENTS, QUIZZES AND FINAL EXAM

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 3 at the beginning of class Wednesday, September 16. Late assignments (turned in after class begins) will lose 5 points/each day late.

Unannounced In-Class Assignments (40 points)
Ten very brief assignments will be completed in class on 3x5 cards that we distribute. These can be given at any time and are graded on the following scale: 1) “Excellent” responses are given 5 points; 2) A legitimate try at the question may receive a grade of “Good” for 3 points. 3) Inadequate and/or incorrect answers, or no submission of a card receives 0 points.

These are “in class” assignments and thus cannot be made up. To allow for legitimate absences, the two lowest scores will be dropped.

Quizzes and Final Exam (35, 35, 75 points)
There are two quizzes and a final exam. The final exam is cumulative, and will include verbatim repeats of some questions asked on the previous quizzes. Quizzes and the final are objective in style, and we will use a blue scantron. Dates are shown on the Course Schedule

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

Make-up Policy for Quizzes and Exams
Quizzes may be approved for make up, and the Final may be approved to take early under exceptional circumstances and by prior arrangement. No make-ups will be given more than one week after the quiz was administered in class. Plans for an early Final must be made by Week 14 of the semester. 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.

POINTS AND GRADING
Quizzes (2@ 35 pts each) = 70
In-class Assignments (10 @ 5 pts each – 2 lowest scores) = 40
Final exam = 75
Museum exploration = 25

Course Total = 210

Intangibles may take any grade higher or lower. Consider the possibilities. Go beyond the minimum and the “gud-nuff” attitude. Participate in online discussions, participate in class. Make sure I know your name. Have good attendance and punctuality. Show alertness, good work habits, and a positive 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading (from Fagan text unless otherwise noted)</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Encountering the past</strong></td>
<td></td>
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<tr>
<td>8/31</td>
<td>Introduction to the course, what you can gain from the study of archaeology. The anthropological perspective. History of archaeology.</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td><strong>Probing the past</strong></td>
<td></td>
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<td>9/7</td>
<td>No class Monday: Holiday</td>
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<td>3</td>
<td><strong>The Archaeological Record</strong></td>
<td></td>
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<tr>
<td>9/14</td>
<td>The concept of the archaeological record and site formation processes. Fantastic archaeology vs. archaeological inference. Museum exploration assignment due in class Wednesday 9/16.</td>
<td>Canvas: Binford</td>
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<tr>
<td>4</td>
<td><strong>Acquiring the past</strong></td>
<td></td>
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<tr>
<td>9/21</td>
<td>Finding sites and going on a dig. Ethics. Chronology building techniques.</td>
<td>Chapter 3</td>
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<td>5</td>
<td><strong>How did people live</strong></td>
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<td>9/28</td>
<td>Kinds of information and analyses Being a hunter-gatherer Individuals and Interactions</td>
<td>Chapter 4, Canvas: Simms</td>
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<td>6</td>
<td><strong>Studying the intangible</strong></td>
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<td>10/5</td>
<td>Ethnoarchaeology, rock art. Mind, religion, and culture.</td>
<td>Chapter 6</td>
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<td>7</td>
<td><strong>Contemporary archaeology</strong></td>
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<td>10/12</td>
<td>Some examples</td>
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<td></td>
<td>Thursday 10/15 attend Friday classes. Quiz 1 is on this day. No class Friday.</td>
<td>Chapter 7</td>
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<td>8</td>
<td><strong>Human Origins</strong></td>
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<td>10/19</td>
<td>Time and environments. The nature of evolution and adaptation: why we did not descend from apes and monkeys. A forest of hominins, and a plethora of fossils.</td>
<td>Chapter 8</td>
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<td>9</td>
<td><strong>African Exodus</strong></td>
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<td>10</td>
<td><strong>The Great Diaspora</strong></td>
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<td>11/2</td>
<td>Our foraging legacy</td>
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<td>11</td>
<td><strong>The Earliest Farmers</strong></td>
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12  The First Civilizations  
11/16  Quiz 2 Monday.  
The origins of civilization  
Examples and discussion of text.  
Chapter 12  
Chapter 13  

13  The Americas  
Thanksgiving Break  

14  The Americas  
11/30  The Southwest, Mesoamerica, and Andes. Examples and topics.  
Chapter 14 - 16  

15  The Columbian exchange and archaeology now  
12/7  When worlds collide.  
Being an archaeologist  
Review for final exam  
Canvas: Mann  

Final exam.  Wednesday, December 16 @ 9:30 a.m. in our regular classroom.