

ANTH 1030: World Prehistory

Spring 2017 online, Utah State University



Cave art, Chauvet, France (30,000 years old)

Instructor: Dr. Anna Cohen

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****I will do my best to respond to your emails within 24 hours****

COURSE DESCRIPTION

This online course provides a broad introduction to the discipline of archaeology—the study of the ancient and recent past through material remains. Using the theories and methods of archaeology as a guide, we will survey world prehistory from the last great Ice Age to the Late Horizon of the Incan Empire. We will explore the major processes that shaped past human societies, including world colonization, origins of agriculture and animal domestication, and the emergence of urban life and permanent social inequality. Through this course, you will gain an understanding of cultural diversity among past societies in the Old World and the Americas, as well as an understanding of the major transitions that shaped our collective history as a human society.

IDEA LEARNING OBJECTIVES:

- Gain factual knowledge (terminology, classifications, and methods) that form the basis of the discipline of archaeology and archaeological perspectives on world prehistory.
- Learn fundamental principles and theories regarding the cultural processes that have shaped past human societies.
- Develop skills, competencies, and points of view needed by professional archaeologists
- Gain a broader understanding and appreciation of cultural diversity in the human past

REQUIRED TEXT

Brian Fagan and Nadia Durrani (2014). *People of the Earth: An Introduction to World Prehistory*, 14th edition. Boston: Pearson.

Other readings and media will be available on Canvas.

CLASS STRUCTURE

Each weekly unit will consist of several short (~10 min) video lectures with PowerPoint slides. Most weeks, you are required to participate in the discussion boards. In addition, for some units you will have an activity to complete. All final discussion posts, activities, and tests are due by Friday at 11:59 pm of the assigned week. I suggest using the calendar tool on Canvas to keep track of assignments/exams. It is up to you to keep track of deadlines and assignments.

REQUIREMENTS

Assignment	Points
Discussion Posts (10)	190
Syllabus Quiz	10
Exercises (4)	100
Exams (2)	200
TOTAL	500

1) **Discussion Posts (10):** This class has a strong discussion-based component. Your initial response to the discussion prompt is due on Wednesdays by 11:59 pm; at least two responses to your peers are due on Fridays by 11:59 pm.

Our online discussions are vital to the shared learning environment of this class. Be courteous and respectful to your fellow peers. Share your ideas. Do not make personal attacks. I expect you to write discussion posts that invite reflection. In order for us to create a productive, engaging discussion environment, you must complete your readings *beforehand*. Feel free to bring in outside sources or personal knowledge to enrich our discussions; however, please stay on topic. Give credit where credit is due: cite your references when you paraphrase or quote. In your response posts, refrain from writing "Me, too!" and "I liked your post" responses that contribute little to the discussion. The key here is that your discussion posts should be substantive. In other words, we want to hear your original thoughts on the discussion topic. Write conversationally but with attention to the basics of grammar and writing mechanics.

2) **Exercises (4):** This semester, we will take advantage of our unique online environment. There are several exercises that ask you to experience and analyze interactive digital media and digital research archives.

3) **Exams (2):** You will take each exam online in Canvas. Exams are not proctored and are, therefore, open-book and open-note. Exams may combine any of the following elements: true/false questions, multiple choice questions, matching questions, fill-in-the-blank questions, short answer questions, long answer questions, and/or short essays.

GRADING SCHEME

A	100%	to 94%	C	< 77%	to 74%
A-	< 94%	to 90%	C-	< 74%	to 70%
B+	< 90%	to 87%	D+	< 70%	to 67%
B	< 87%	to 84%	D	< 67%	to 64%
B-	< 84%	to 80%	D-	< 64%	to 61%
C+	< 80%	to 77%	F	< 61%	to 0%

CLASS SCHEDULE *(subject to change)*

WEEK	READINGS/MEDIA	ASSIGNMENTS
1/9-1/13 Module 1: Introduction	Textbook: Chapter 1 Dating Crash Course	Class Orientation Tutorial Syllabus Quiz Introduce Yourself Discussion
1/16-1/20 Module 2: Early Human Origins	Textbook: Chapter 2 Becoming Human interactive documentary TED Talk: Louise Leakey	Becoming Human Exercise

1/23-1/27 Module 2: Archaic Humans	Textbook: Chapter 3 NPR Science Friday "Neanderthals and Modern Humans Mingled" TED Talk: Svante Paabo	Discussion 1
1/30-2/3 Module 3: Out of Africa (Again)	Textbook: Chapters 4-5 TED Talk: Leslie Van Gelder	Discussion 2
2/6-2/10 Module 3: Peopling of the Americas and the Holocene	Textbook: Chapter 6 Film: Marcel Kornfeld at Saturday U	Discussion 3
2/13-2/17 Module 4: Origins of Agriculture and the First Farmers	Textbook: Chapters 8-9 Catalhoyuk Research Project Short Film: MinuteEarth's Garbage Doesn't Lie	Catalhoyuk Report Exercise
2/20-2/24 Module 4: The Story of Rice and the Peopling of the Pacific	Textbook: Chapter 12 Film: The Navigators	Discussion 4
2/27-3/3 Module 4: The Story of Maize in the American Southwest	Textbook: Chapter 13 Chaco Research Archive	Chaco Research Archives Exercise Exam 1
3/6-3/10 SPRING BREAK	None	None
3/13-3/17 Module 5: Early States in Southwest Asia	Textbook: Chapters 14-15 TED Talk: Neil MacGregor	Discussion 5
3/20-3/24 Module 5: The Ancient Egyptian State	Textbook: Chapter 16 Short Film: The Pharaoh That Wouldn't Be Forgotten Atlas of the Valley of the Kings	Theban Mapping Exercise

3/27-3/31 Module 5: The Ancient Mediterranean World	Textbook: Chapter 19 BBC Radio 4: The Minoan Civilisation	Discussion 6
4/3-4/7 Module 5: Europe Before Rome	Textbook: Chapter 20 Radiolab: Ice Cold Case Short Film: Archaeosoup's O-Organic Material	Discussion 7
4/10-4/14 Module 6: Ancient Mesoamerican States	Textbook: Chapter 21 Podcast: Lessons from the Ancient Maya	Discussion 8
4/17-4/21 Module 6: Andean Civilizations	Textbook: Chapter 22 NPR Weekend Edition "Retracing an Explorer's Footsteps" NPR All Things Considered "Yale Returns" BBC "Who Found Machu Picchu?"	Discussion 9
Week 16 (4/24-4/28) LAST WEEK	None	Final Exam

COURSE POLICIES

Late Work: You are responsible for all due dates and times. For a general schedule of assignments, please refer to the Course Schedule in this Syllabus. For specific assignment due dates and times, please refer to specific assignments in Modules pages, Assignments, and/or the Canvas Calendar. Once an assignment closes in Canvas, you cannot turn in late work. This means that you need to check on all assignment due dates in advance and manage your work time effectively. If an emergency occurs that prevents you from turning in your work on time, I expect you to contact me via Canvas email *as soon as possible* to arrange for make-up work. I expect you to contact me regarding an emergency during the week that an assignment is due or very shortly thereafter.

Extra Credit: I do not offer extra credit assignments in this course. I feel that you can all succeed in this course with the given material. Your time should be spent engaging with and understanding that material. Please do not contact me regarding exceptions to this policy.

Academic Freedom and Professional Responsibilities: Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: *"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."* A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty: The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and

clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment: Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC): Rm 101 University Inn, Phone: 435-797-2444, Website: <http://www.usu.edu/drc/>

Diversity Statement: Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact: Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, access@usu.edu; TSC 315.

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)