

**ANTHROPOLOGY 1030 (Gen. Ed. Breadth SS)**  
**WORLD ARCHAEOLOGY**  
**Fall Semester 2017**  
3 credits

**Professor Steven Simms** [s.simms@usu.edu](mailto:s.simms@usu.edu)

**Class sessions (yes, attendance is required and graded):** Tuesday and Thursday 9:00 – 10:15 am Widtsoe 007

**Consultation:** Email me or contact me after class if you would like to schedule a consultation.

**Teaching Assistant:** Gideon Maughan [gideon.maughan@gmail.com](mailto:gideon.maughan@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. Assigned short readings listed on the syllabus are posted on Canvas as PDF.
- 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. If you participate in these, it can help your course grade.
- Mail. You may contact me or the T.A. via email or via Canvas mail. I see my direct email more frequently than the Canvas mail.
- Grade Book. This enables you to track your progress through the semester.

**TOP HAT (required for the course)**

We will be using an app *during class sessions* for your phone and tablets call Top Hat <https://tophat.com>

You should have received an invitation from Top Hat. Please act on that. The cost is \$26 for the semester. If you are already using Top Hat in another course, then you are good to go.

If you did not receive an invitation because you registered recently, please send our T.A. Gideon Maughan an email from your preferred email. He will use that email address to add you to the Top Hat course, and you will receive an invitation. Get on Top Hat asap because we will use it on the second class day of the first week.

We will use Top Hat for two things during our classes so remember to bring your phone or tablet every class day:

1. Recording class attendance.
2. In-class graded assignments on material covered that day.

**TEXT (required)**

Fagan, Brian

2012 *Ancient Lives: An Introduction to Archaeology and Prehistory*. 5<sup>th</sup> Edition. We will not be using the MySearchLab companion to this text.

**Other Readings (required)**

Shown on this syllabus, under “Course Schedule and Reading Assignments” are links to a PDF of additional, brief, required readings. These must be completed before the class day we use them in class. Without doing these readings, you will not know what I am talking about in class that day, as well as into the future.

**INTRODUCTION TO COURSE SUBSTANCE** (read this, we will test on it in the first week)

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 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 of process. 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. 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*. It is not appropriate to ask the professor “what did I miss?”, or to expect recapitulation of the course for your personal convenience.

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

### *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 Gideon Maughan as our teaching assistant (TA). He is an experienced anthropology student who can help you learn. Contact him via email [gideon.maughan@gmail.com](mailto:gideon.maughan@gmail.com) or CANVAS mail. Please be aware that for questions about grades, special arrangements, make-up exams, etc., you must contact Professor Simms, not Mr. Maughan.

### *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 use the procedures of the Disability Resource Center. You have the option of also contacting me, or letting the DRC make the necessary contact. However, I am happy to work with *all* students so feel free to let me know your needs.

### *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**

### **In-Class Learning Assignments (100 points)**

The Top Hat phone/tablet app will be used to record your responses to in-class assignments. You must have a phone or tablet to participate. If you miss an in-class assignment, you have three calendar days to make it up. If you miss one, see our Teaching Assistant, Gideon Maughan.

The questions/assignments will be on the course material for the day, but since the course is cumulative, sometimes it is difficult to understand the current material if you missed, or did not understand material that we covered earlier.

Most of these assignments will be multiple choice questions. Some will be short answer.

The assignments will be announced when they arise – there is no set schedule.

Most will be completed in class, but it is possible that some will be “take home” with a due date.

### **Critical Thinking Assignment (75 points)**

This assignment enables you to experience the process of formulating questions in a scientific manner. This assignment is not just another “class report” or “paper”. Pay attention to what I just wrote! The key to this assignment is showing that you have done enough research to distinguish between simply choosing a “topic” and knowing enough to develop an *informed* question about the topic.

Find a subject matter that can be problem-oriented, such as a debate about some aspect of early hominin evolution, the origins of language, the evolution of cognition leading to artistic expression, the colonization of the Americas, the causes of agriculture, the spread of farming and language across Europe, the peopling of Australia, or changes in climate and ecosystems. Or, problems may be drawn from specific cultures and periods such as the Maya, the European Megalithic, or Ancestral Puebloans. You are not just reporting on the Maya or Ancestral Puebloans, but learning enough to discover what the relevant questions are. Once you find a problem pertaining in some way to class material, you may do research to deepen your knowledge and refine your question/research problem. Your effort and success at framing the problem is the basis for my assessment of your work on this assignment.

The assignment is due late in the semester, but don't wait too long to begin. You cannot just pick a topic and write on it the last minute or pirate something from the internet. This assignment intentionally places the choice and hence the responsibility on you. The process of *developing the question* is key to this assignment. You will benefit from drafting up a paragraph or two, or some ideas, and sending it to me via email. You may also consult with Gideon. Ask questions, but please avoid the irresponsible tactic of saying, “I don't know what you want”. You are not my trained dog performing tricks. What I want is for you to *think and discover the process of critical thinking* in the context of the subject matter presented in this course.

*Specifics:*

- Formal essay form. Essays and especially this assignment must have a purpose, a thesis; not just a topic.
- Length: 1000 – 1500 words. Longer is only good when the thesis is fully developed, but with no extraneous material. Short is only acceptable if the problem and essay are so beautifully crafted that it enraptures the reader.
- Two submissions are required. See the assignment on Canvas for submission details:
  1. Essay title (titles are important) and a 250 word abstract of your research problem due Friday, November 17 before 5:00 pm. Submit on Canvas. This will be part of your assignment grade. Late abstracts lose points.
  2. Final Essay due on Canvas Friday, December 1 by 5:00pm. Five points off for each day late beginning immediately.

*Help.* I will suggest topics as we go through the semester, beginning in the first week or two. You will find that my lecturing style often frames topics as research questions/problems. Keep an ear out for this. Remember, science is about questions more than answers, and about probability more than about truth.

Finally, seek help. Please contact us only after having made an investment, and preferably with something written. Please try to avoid the immature lament, “I don’t know what to do”. Start with the course material! Start with the next class meeting.

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

There are two quizzes and a final exam. They are objective in style (multiple choice etc.), and we will use a blue scantron (the large ones). Dates are shown on the Course Schedule. *Students provide full page blue scantron forms for the quizzes and final. Purchase them at the bookstore ASAP.*

**Important!** The final exam is cumulative, and will include verbatim repeats of some questions asked on the previous quizzes. For this reason, SAVE your quizzes because they will help you on the final.

*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.

**Attendance**

Attendance is recorded most class days using your phone/tablet on Top Hat. I will announce in class that it is time to record attendance and you will have a window of time in which to do that. Attendance may be taken at the beginning or end of class, or any time in between. Everyone gets two free absences. After that you lose 5 points for each absence. No make-ups, no excuses. If you are a student who is chronically absent, this will have a devastating effect on your final grade. Consider taking an online version of the course instead of the live course.

**POINTS AND GRADING**

In-Class Learning Assignments	= 100
Critical Thinking Assignment	= 75
Quizzes (2@ 25 pts each)	= 50
Final exam	= 50
Attendance	= 25
<b>Course Total</b>	<hr/> <b>= 300</b>

**No Extra Credit**

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

**COURSE SCHEDULE AND READING ASSIGNMENTS**  
(topics organized in order of our Tuesday/Thursday schedule)

Week	Topics	Reading (Chapters from Fagan Text. Other readings are as a PDF on Canvas)
<b>1</b> 8/28	<b>Encountering the past</b> Introduction to the course, what you can gain from the study of archaeology. The anthropological perspective. History of archaeology.	Chapter 1
<b>2</b> 9/4	<b>Probing the past</b> Basic terminology. Kinds of archaeology and kinds of sites. Goals of archaeology. Fantastic archaeology vs. archaeological inference. Ethics.	Chapter 2
<b>3</b> 9/11	<b>The Archaeological Record and Acquiring the Record</b> The concept of the archaeological record and site formation processes. Finding sites and going on a dig.	Canvas: Binford Chapter 3
<b>4</b> 9/18	<b>Chronology</b> Chronology building techniques. Chronology building techniques (contd.)	See Canvas material on dating
<b>5</b> 9/25	<b>How did people live</b> Kinds of information and analyses. Being a hunter-gatherer. Individuals and Interactions	Chapter 4 & Canvas: Simms Chapter 5
<b>6</b> 10/2	<b>Studying the intangible</b> Ethnoarchaeology, rock art. Mind, religion, and culture. Contemporary archaeology: Some examples	Chapter 6 Chapter 7
<b>7</b> 10/9	<b>Quiz 1.</b> Bring blue scantron. <b>Human Origins:</b> Time and environments. The nature of evolution and adaptation: why we did not descend from apes and monkeys.	Chapter 8
<b>8</b> 10/16 .	<b>Hominin Evolution</b> A forest of hominins, and a plethora of fossils <b>No class Thursday 10/19 - attend Friday classes.</b>	Chapter 8
<b>9</b> 10/23	<b>African Exodus</b> <i>Homo erectus</i> , fire, culture, and evolutionary dead-ends. “Eve,” continuity, discontinuity, and the debate over the beginnings of “race.” Neanderthals, “modern” humans, and cultural takeoff. Breaking the cave man image.	Chapter 9
<b>10</b> 10/30	<b>The Great Diaspora</b> Colonizing Sunda and Sahul. Origins of Polynesians. Colonization of the Americas: when and how?	Chapter 10
<b>11</b> 11/6	<b>The Earliest Farmers</b> First Farmers Farming and language.	Chapter 11 Canvas: Diamond & Bellwood

<b>12</b>		
11/13	<b>Quiz 2.</b> Bring blue scantron. <b>The First Civilizations</b>	Chapter 12 Chapter 13
	<b>Title/Abstract of Critical Thinking Assignment due Friday before 5pm on Canvas 11/17.</b>	
<b>13</b>	<b>The Americas</b>	
11/20	Out of the Past: New Worlds. Thanksgiving Break. <b>No class Thursday.</b>	
<b>14</b>	<b>The Americas</b>	
11/27	The Southwest, Mesoamerica, and Andes. Examples and topics.	Chapter 14 – 16
	<b>Final Essay due Friday before 5pm on Canvas 12/1.</b>	
<b>15</b>	<b>The Columbian exchange and archaeology now</b>	
12/4	When worlds collide. Being an archaeologist Review for final exam	Canvas: Mann

**Final exam.** Thursday, December 14 @ 9:30 a.m. in our regular classroom.