

**ANTHROPOLOGY 1030 (Gen. Ed. Breadth SS)  
WORLD ARCHAEOLOGY  
Fall Semester 2015**

M, W, F 9:30 – 10:20 am Engr 101

**Professor Steven Simms**

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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](mailto: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*. 5<sup>th</sup> 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>

### *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
<b>Course Total</b>	=	<b>210</b>

**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

Week	Topics	Reading (from Fagan text unless otherwise noted)
<b>1</b> 8/31	<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> 9/7	<b>Probing the past</b> No class Monday: Holiday Basic terminology. Kinds of archaeology and kinds of sites. Goals of archaeology. Culture and evolution.	Chapter 2
<b>3</b> 9/14	<b>The Archaeological Record</b> The concept of the archaeological record and site formation processes. Fantastic archaeology vs. archaeological inference. <i>Museum exploration assignment due in class Wednesday 9/16.</i>	Canvas: Binford
<b>4</b> 9/21	<b>Acquiring the past</b> Finding sites and going on a dig. Ethics. Chronology building techniques.	Chapter 3
<b>5</b> 9/28	<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> 10/5	<b>Studying the intangible</b> Ethnoarchaeology, rock art. Mind, religion, and culture.	Chapter 6
<b>7</b> 10/12	<b>Contemporary archaeology</b> Some examples <b>Thursday 10/15 attend Friday classes. Quiz 1 is on this day. No class Friday.</b>	Chapter 7
<b>8</b> 10/19	<b>Human Origins</b> 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.	Chapter 8
<b>9</b> 10/26	<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> 11/2	<b>The Great Diaspora</b> Our foraging legacy Colonizing Sunda and Sahul. Origins of Polynesians. Colonization of the Americas: when and how?	Chapter 10
<b>11</b> 11/9	<b>The Earliest Farmers</b> The Mesolithic in Southwest Asia and Europe. Farming: when, where, and why? Farming and language. The Neolithic “revolution”: the greatest irony?	Chapter 11 Canvas: Diamond & Bellwood

<b>12</b>	<b>The First Civilizations</b>	
11/16	<i>Quiz 2 Monday.</i> The origins of civilization Examples and discussion of text.	Chapter 12 Chapter 13
<b>13</b>	<b>The Americas</b>	
11/23	Out of the Past: New Worlds. Thanksgiving Break	
<b>14</b>	<b>The Americas</b>	
11/30	The Southwest, Mesoamerica, and Andes. Examples and topics.	Chapter 14 - 16
<b>15</b>	<b>The Columbian exchange and archaeology now</b>	
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.