

ANTH 1030: WORLD ARCHAEOLOGY ONLINE

SPRING 2015

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Office Hours: My preferred method of communication is through Canvas email. Office hours are Tuesdays and Thursdays from 1:00 to 2:30 PM. During this time, I will be available through Canvas email and Canvas Chat. Outside of office hours, I will respond to emails within 2 days.

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.

Course Objectives

The primary goal of this course is to help students gain an understanding of the fundamental concepts and methods of archaeology and the major cultural processes that shaped the human past.

IDEA Objectives

In accordance with USU's course evaluation system, this course will focus on the following learning objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Gaining a broader understanding and appreciation of intellectual/cultural activity
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

IDEA objectives will be incorporated into the course as students gain a basic background in the fundamental concepts and methods of archaeology. Students will develop the ability to recognize the various categories of material remains that make up the archaeological record as part of a holistic, comparative approach to the study of past human culture necessary for professional archaeological research. Additionally, students will develop a critical understanding of the archaeological record as a non-renewable resource that places stewardship at the center of professional archaeology. As a whole, students in this course will broaden their understanding of past cultural diversity and the major processes that shaped past human society.

Course Structure

This online course is divided into five modules:

- **Module One: Human Origins** examines human origins from Miocene hominoids to the emergence of early *Homo* about 2 million years ago.
- **Module Two: The Great Diaspora** focuses on the origins of anatomically modern humans and the process of world colonization.
- **Module Three: First Farmers** explores the development of agriculture and animal domestication in Asia, the Pacific Islands, and the Americas.
- **Module Four: Old World Civilizations** examines the development of state-level societies and urban life in Asia, Africa, the Mediterranean, and Northern Europe.
- **Module Five: Native American Civilizations** explores the independent development of state-level societies and urban life in Mesoamerica and the Andes of South America.

The content of each weekly unit will differ slightly and may combine any of the following elements: lectures; assigned readings, online media content, and/or films; and graded assignments.

Graded Material

There are **no exams** in this class. Grades for this class are based on four individual components: ten quizzes (25% of your final grade), eight discussions (40% of your final grade), two interactive exercises (10% of your final grade), and one final paper (25% of your final grade). Quizzes are worth 10 points each. Each discussion is worth 20 points. The Becoming Human Exercise and Theban Map Exercise are worth 20 points each. The Stewardship Paper is worth 100 total points.

USU Standard Grading Scheme

A 100% to 94%

A- <94% to 90%

B+	<90% to 87%
B	<87% to 84%
B-	<84% to 80%
C+	<80% to 77%
C	<77% to 74%
C-	<74% to 70%
D+	<70% to 67%
D	<67% to 60%
F	<60% to 0%

Late Work Policy

You are responsible for all due dates. Once an assignment closes in Canvas, you cannot turn in late work. If an unexpected emergency or other major concern occurs, please contact me as soon as possible so that we can arrange make-up work. I would prefer that you contact me before or during the week of the assignment, if possible. If not, please do contact me regarding a late assignment as soon as you are able.

Extra Credit Policy

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

Required Texts

This course has one required text. Supplemental readings will be provided through Canvas.

- Brian Fagan and Nadia Durrani (2014). *People of the Earth: An Introduction to World Prehistory*, Fourteenth Edition. Boston: Pearson.

Canvas

All coursework will be completed and submitted online via Canvas. During the first week of class, please complete the following two set-up tasks: 1) Set your notification preferences in Canvas choosing how you prefer to receive updates, announcements, reminders, and comments (via email, text, etc.); 2) Choose an Avatar image for yourself, which will help create a more engaging environment for our online discussions. **You are responsible for all announcements and other course information on Canvas.** Student tutorials are provided on the Canvas homepage. Address any technical problems to the USU Help Desk (<http://helpdesk.usu.edu> or 435-797-HELP).

Computer Requirements for Canvas

Please visit <https://canvas.usu.edu/support/canvasRequirements.cfm>.

Logging onto Canvas

Homepage: <http://canvas.usu.edu> (or via MyUSULink on USU homepage)

Username: A-number

Password: USU strong password

Emailing in Canvas

Canvas is the preferred method of communication for this class. You can send messages in Canvas in two ways:

1. Create a Conversation by clicking on the “Inbox” tab located on the upper right side of the homepage (near the Search bar) and typing in recipient(s) names.
2. Alternatively, you can create a Conversation by clicking on the “People” tab located in the Canvas Sidebar of the ANTH 1030 homepage. Click on a name in the list that appears and then click on the “Send Message” button.

Your Grades in Canvas

Your scores for assignments will be displayed in the Canvas gradebook. Comments about your assignments will be sent to you.

Discussion Guidelines

This class has a strong discussion component. We will have eight discussions. Taken together, these discussions make up 30% of your final grade. Your participation is required and welcomed.

Discussion Format

A discussion prompt will be posted. Each discussion will consist of two parts: 1) an Original Post and 2) two Responses.

- For your Original Post, you will post one original response to the discussion prompt related to your readings, film, and/or media content for that week. The goal of this post is to demonstrate that you understand your weekly readings and have thought critically about the material from your own perspective. Your original response will be one full paragraph in length.
- For your Discussion Responses, respond to **two** of your peers' original posts in this order: respond to the two people who have posted their original post *after* you. If you are the last person to post in your group then go back to the top and begin your

responses there. There is no set length requirement for your responses, but they should be substantive. In other words, your responses must be more than just an "I agree" or "I liked your post" opinion. They should engage with the original post: you may choose to draw a parallel example from your own life; you're encouraged to challenge and expand on your peer's ideas. Constructively, of course! We're not writing a term paper in our discussion forums so write clearly but conversationally. By completing readings *beforehand*, you will vastly improve the quality of our discussions. If you are the last to post to your group, go back to the top of the group and start your responses there.

All five discussions will follow the same general schedule:

- Discussion Prompts will be posted on Mondays.
- Original Post due by **Wednesdays at 11:59 PM.**
- Responses due by **Sundays at 11:59 PM.**

Discussion Etiquette

Our online discussions are vital to the shared learning environment of this class, as well as to your grade. Your participation is required and welcomed. Craft your questions to invite reflection, rather than a yes-or-no answer. Respond thoughtfully and refrain from "me, too!" posts that contribute little to the discussion. Ask clarifying questions of your peers' responses. By completing readings *beforehand*, you will vastly improve the quality of our discussions. Feel free to bring in outside sources or a priori knowledge to enrich our discussions, but stay on topic. Give credit where credit is due: cite your references when you paraphrase or quote. We're building an academic community through our discussions, so please avoid 'text speak.' On the other hand, don't panic: we aren't writing a term paper on our discussion thread!

This class focuses on the study of past cultures that differ from and intersect with your own heritage and, for some of you, that *are* your heritage. Be courteous and respectful to your fellow peers. Share your ideas. Do not make personal attacks. Avoid racist, ethnocentric, sexist, homophobic, classist, ageist, and ableist language.

Course Schedule

INTRODUCTION	
Week 1	Welcome & Introduction to the Class
January 7-9	World Prehistory READINGS:

	<ul style="list-style-type: none"> Textbook: Chapter 1 “Introducing World Prehistory” <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> Introduce Yourself
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MODULE ONE: HUMAN ORIGINS	
Week 2 January 12-16	Early human origins during the Ice Age READINGS: <ul style="list-style-type: none"> Textbook: Chapter 2 “Human Origins” Explore the <i>Becoming Human</i> interactive documentary (Institute of Human Origins, 2008) ASSIGNMENTS: <ul style="list-style-type: none"> Quiz 1 Becoming Human Exercise

MODULE TWO: THE GREAT DIASPORA	
Week 3 January 19-23	Out of Africa & the first settlement of Europe and Eurasia READINGS: <ul style="list-style-type: none"> Textbook: Chapter 4 “Origins and the Diaspora Begins” Textbook: Chapter 5 “Europe and Eurasia” ASSIGNMENTS: <ul style="list-style-type: none"> Quiz 2
Week 4 January 26-30	Peopling of the Americas READINGS: <ul style="list-style-type: none"> Textbook: Chapter 6 “The First Americans” Listen to “Remains of Clovis Boy” on NPR’s <i>Here & Now</i>

	<ul style="list-style-type: none"> • Read "Ancient genome stirs ethics debate" in <i>Nature</i> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Quiz 3 • Discussion 1
<p>Week 5 February 2-6</p>	<p>After the Ice</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Textbook: Chapter 7 "After the Ice" • Listen to "An Ice-Cold Case" on <i>Radiolab</i> <p>OPTIONAL:</p> <ul style="list-style-type: none"> • Listen to Stefan Merrill Block's short story about Otzi, "The Ice Man Speaks" <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Quiz 4 • Discussion 2

MODULE THREE: FIRST FARMERS

<p>Week 6 February 9-13</p>	<p>Origins of agriculture and domesticated animals</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Textbook: Chapter 8 "Agriculture and Animal Domestication" • Listen to "Canine Mystery" on NPR's <i>Science Friday</i> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Quiz 5 • Discussion 3
<p>Week 7 February 16-20</p>	<p>Early farming in Asia and peopling of the Pacific</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Textbook: Chapter 12 "Asia and the Pacific"

	<p>FILM: <i>The Navigators</i> (1983)</p> <p>ASSIGNMENT: Discussion 4</p>
<p>Week 8</p> <p>February 23-27</p>	<p>Maize Agriculture in the Americas</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 13 “The Story of Maize” <p>SHORT FILM: <i>The Pueblo Food Experience</i> (Flowering Tree Permaculture Institute, 2014)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Quiz 6 Discussion 5

MODULE FOUR: OLD WORLD CIVILIZATIONS

<p>Week 9</p> <p>March 2-6</p>	<p>Civilization and its discontents in early Southwest Asia</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 14 “The Development of Civilization” Textbook: Chapter 15 “Early Civilizations in Southwest Asia” <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Quiz 7
<p>Week 10</p> <p>March 9-13</p>	<p>SPRING BREAK—NO CLASS</p>
<p>Week 11</p> <p>March 16-20</p>	<p>African Civilizations</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 16 “Egypt, Nubia, and Tropical Africa” Explore the interactive Atlas of the Valley of the Kings at the Theban Mapping Project <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Quiz 8 Theban Map Exercise

	<ul style="list-style-type: none"> Read through the Stewardship Paper assignment and choose a stakeholder position
<p>Week 12 March 23-27</p>	<p>Early Civilizations in Asia</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 17 “Early States in South and Southeast Asia” Textbook: Chapter 18 “Early Chinese Civilizations” <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Quiz 9 Topic Statement for the Stewardship Paper due by Friday, March 27 at 11:59 PM
<p>Week 13 March 30- April 3</p>	<p>Civilizations of the Ancient Mediterranean</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 19 “Hittites, Minoans, and Mycenaeans” <p>FILM: <i>The Dark Lords of Hattusha</i> (BBC, 2006)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Discussion 6 Start reading your articles for the Stewardship Paper!
<p>Week 14 April 6-11</p>	<p>Europe Before Rome</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 20 “Europe Before the Romans” Listen to “Mel’s Iron Age Holiday” on <i>BBC Radio</i> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Quiz 10 Discussion 7

MODULE FIVE: NATIVE AMERICAN CIVILIZATIONS

Week 15	Mayan, Toltec, and Aztec Civilizations of Mesoamerica
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April 13-18	<p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 21 “Mesoamerican Civilizations” <p>FILM: <i>Popul Vuh</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Discussion 8 Outline of Stewardship Paper due by Friday, April 18 at 11:59 PM
<p>Week 16</p> <p>April 20-24</p>	<p>The Heights of Macchu Picchu: Civilizations of the Andes</p> <p>READINGS:</p> <ul style="list-style-type: none"> Textbook: Chapter 22 “Andean Civilizations” Excerpt from <i>The Heights of Macchu Picchu</i> by Pablo Neruda <p>ASSIGNMENT: Work on your Stewardship Paper, which is due next week</p>
<p>Week 17</p> <p>April 27-May 1</p>	<p>STEWARDSHIP PAPER due by Friday, May 1 at 11:59 PM</p>

University Policies and Procedures

Academic Integrity

Each student has the right and duty to pursue his or her academic experience free of dishonesty. [The Honor Pledge](#) establishes the higher level of conduct expected and required of all Utah State University students.

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). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- DRC Student Handbook
- Deaf and Hard of Hearing Student Handbook
- Disability Related Scholarships
- Campus Resources
- Documentation Guidelines
- Online Resources for Students with Disabilities

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:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/studentcode/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

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](#)