

**ANTHROPOLOGY 1030 (Gen. Ed. Breadth SS)
WORLD ARCHAEOLOGY
Spring Semester 2009**

Professor Steven Simms

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Student Drop-In Visitation Hours: M, W 8:30 – 10:00 am; 12:30 – 1:00 pm; F 9:00 – 10:00 am

Other times: Please email me for an appointment. Drop-ins are welcome, but I may not be able to give you adequate time due to other commitments. I maintain email contact from home as well.

Teaching Assistant: Wylie Thomas. Email for an appointment: woohamed36@hotmail.com

This syllabus is important! You are responsible for knowing what is on this syllabus and you will be quizzed on the contents. The syllabus:

- Identifies that this is a web-assisted course that requires you to use our course home page.
- Provides a schedule of what will be happening in class so you can adequately prepare.
- Constitutes formal announcement of your reading assignments and their “due” dates.
- Identifies assignments required for this class and the point system used for grading.
- Identifies quiz and final exam dates, and due dates for assignments.
- Describes policies re: make-ups, FERPA, disabilities, student civility, and plagiarism.
- Identifies course goals, the means by which you will be assessed, and how you can assess yourself.

OUR COURSE

Despite being web-assisted, this is really a “live” course that you will do better in and learn more if you attend class every day. The class home page is used for several things including:

- **Course Content.** Many of the overheads used in class, as well as note-taking aids are posted here. Additional short readings are also posted.
- **Announcements.** I will occasionally send announcements to the class as reminders, or alerts.
- **Assignments.** Assignments are shown on your syllabus, but are also shown here.
- **Calendar.** All course content, as well as quiz and assignment due dates are shown on the calendar.
- **Discussion.** This link provides a way for you to ask questions online. Some discussions will be threaded.
- **Mail.** Use this to contact us. Please identify who you are sending it to: Mr. Thomas, or Prof. Simms.
- **Grade Book.** This enables you to track your progress through the semester.

EXPECTATIONS AND POLICIES

Simms Basic Rules

1. You are *responsible* for what goes on in class whether you are present or not. It is your prerogative to miss class. As a guideline, if your schedule or work habits indicate that you will miss more than 4 class days during the semester, you should drop the class now.

2. You are *responsible* for all course assignments (e.g., reading, writing, in-class discussions, hand-outs, videos) whether you do them adequately or not.
3. Attending the university is optional, not required. As such, I assume you are registered for this course *only* because you so desire. Attending the university is every bit as much a responsibility as holding down a professional-level job, and this ethic will govern all aspects of this course.
4. Please be punctual. If there is a problem here, please communicate with me so I will understand your situation. My understanding however, does not constitute an agreement.
5. **Please turn off cell phones and pagers when in class.** If you want to chat with friends, please leave.

Cheating

USU policies regarding honesty, including cheating on exams and assignments and plagiarism, will be adhered to. See www.usu.edu and/or the current Class Schedule of for policy details.

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 demeanor tends to be demanding, but this does not detract from my concern for your struggles, or my excitement at your success. 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 Wylie Thomas as our teaching assistant (TA). Contact him via Blackboard mail or his email: woohamed36@hotmail.com His office is located in Main 245H. Please be aware that for questions about grades, special arrangements, make-up exams, etc., you must contact Professor Simms, not the TA.

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. To facilitate the return of your assignments, a waiver will be circulated in class. The waiver is optional and any student who prefers their assignments are returned to them directly will be accommodated.

Some Unsolicited Advice

This course is introductory, but not elementary. Introductory courses can be among the most difficult because the material is typically new. This course assumes broad cultural literacy including intellectual traditions of the West 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.

Archaeology and the American Culture Wars

Archaeology bridges the sciences and humanities, and students often find some of the material to be strangely unfamiliar. You may be surprised at how far-ranging the study of the past can be. Keep an open mind and remember, the past has been 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. 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 believe happened. 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. Bertrand Russell, the early 20th century British philosopher, was making reference to science when he wrote: "*There is no truth, only varying degrees of probability.*" You will hear my reminder of this in class as well as the suggestion, "In science, the *questions* are more powerful than the *answers*."

COURSE CONTENT, GOALS AND GUIDELINES FOR ASSESSMENT OF YOUR LEARNING

Required Text

Feder, Kenneth L.

2004 *The Past in Perspective: An Introduction to Human Prehistory*. 4th Edition. Order your text from Amazon via the USU Museum of Anthropology web site and help contribute to the museum. Go to:

<http://usu.edu/anthro/museum/catalog/amafundmus.html>

Introduction

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 the *explanation* 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.

Learning Goals and Assessment

Note: Quizzes, exams, and assignments are all designed to assess the following learning goals. As such, the following list provides you with a guide to how you will be graded in this course.

1. Understand and know some basics about the science of archaeology, its 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 basic 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.

QUIZZES AND THE FINAL EXAM

There is a brief opening quiz, three longer quizzes, and a final exam. The opening quiz will evaluate whether you have logged on to the course home page and taken the time to study the syllabus. It will also ask some content questions that will be easy if you were present during the first week and a half of the course. The three longer quizzes cover current readings and in-class materials. Their dates are shown on the Course Schedule section of this syllabus. Quizzes are objective in style, and we will use a scantron. The final exam is cumulative, objective and uses a scantron.

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

Make-up Policy for Quizzes and Exams

1. The Opening Quiz cannot be made-up if you add the class after it is given.
2. Quizzes and the final exam *may* be approved for make up under *exceptional* circumstances and by *prior arrangement*. Do not ask to take the final exam early (e.g. because of a job, or your wedding, non school – related trips), unless you are called for military duty or something equally significant. No make-ups will be given more than one week after the quiz/exam was administered in class.
3. Be prepared to provide written documentation of why you must make up the quiz in the event I ask for it (e.g. doctor's notice, letter from attorney or judge, program from the funeral).
4. Family trips, weddings, conflicts with other classes, or any activities attended at your discretion are not adequate reasons to make-up quizzes or the final exam. USU approved activities (sanctioned athletics, etc.) will be accommodated on a case by case basis, but you will have to keep up with the course work.
5. When in doubt, 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.

READING ASSIGNMENTS

1. You are responsible for the assigned readings, *and* for the comprehension of their contents.
2. Readings will be completed and studied *before* the class day listed on the syllabus.
3. Take time to think about how the readings fit together with the classroom work and the assignments. Link your reading into your class notes.
4. Jot down questions and ask them in class during one of the Q & A times, or when the material is covered.
5. My lectures tend to use the readings as a basis for exploration and departure, rather than being a summary of the readings. I do not lecture to the book. If you experience difficulties, please communicate.

UNANNOUNCED IN-CLASS ASSIGNMENTS

Five 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.

The "pop" assignments reward regular attendance and they reward students who keep up with the work. Remember Woody Allen's dictum: "*95% of life is showing up.*" These are "in class" assignments and thus cannot be made up. Do not ask. To allow for legitimate absences, the lowest score will be dropped.

MUSEUM EXPLORATION ASSIGNMENT

This assignment is posted on Blackboard Vista 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 for a total of 35 points. The assignment is due at the beginning of class on Friday, January 23. Late assignments (turned in after class begins) will lose 5 points/each day late.

VIDEO SERIES AND IN-CLASS VIDEO DISCUSSION

This is not a graded assignment per se, but will help you on your quizzes and the final exam. Archaeology is a discipline that exercises the visual. We will see several slide shows drawn from my own experiences. We will also

see selections from a video series titled “Out of the Past.” The series uses the ancient Mayan cultures in Mesoamerica to introduce general concepts in archaeology. The screenings from the “Out of the Past Series” are followed by class discussions. A “Video Guide” for each screening will be posted on the Bulletin Board. Please familiarize yourself with the appropriate episode *before* the day the video is shown. Consider printing the Video Guides to have during the screenings and discussions. Material from the videos and discussions will be found on the quizzes and the final exam.

Video/slide Make-up Policy

Since you are under contract to attend class by registering for the course, there will be no make-up showings of videos or slide shows (both are owned by me; hence they are not available from library audio visual). If you miss a video day, do the same as you would do if you missed a lecture day - obtain notes from one of your classmates so you can prepare for the discussions. In exceptional cases of need and by prior arrangement, make-up screenings may be considered.

POINTS AND GRADING

Opening quiz	= 25
Quizzes: 3 @ 50 points each	= 150
Final exam	= 100
In-class assignments: 5 @ 5 points each minus your lowest score	= 20
Museum exploration	= 35
	Course total = 330

Intangibles affect borderline cases (e.g., participation, attendance, punctuality, work habits, attitude).

Students can track their grades on Blackboard Vista under the Gradebook link. I am available to discuss your grade standing and the means to improve at any time. Such discussions will focus on the substantive aspects of the course - the material itself. As a professor, I am more prone to discuss the course material than to bargain with you over points, grades and such.

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

COURSE SCHEDULE AND READING ASSIGNMENTS

Week	Topics	Reading
1	Encountering the past M Introduction to the course, what you can gain from the study of archaeology, kinds of archaeology, and kinds of sites. W The anthropological perspective. History of archaeology F What is evolution and the concepts of proximate and ultimate causation?	Chapter 1:1-12 Chapter 1:12-29
2	Probing the past M Epistemology: Science in archaeology W Basic terminology. Goals of archaeology, ethics. Going on a dig. F <i>Opening quiz. Friday, January 16.</i>	Chapter 2:30-34
3	The archaeological record M Holiday. No class. W The concept of the archaeological record and site formation processes. Kinds of information and analyses F Fantastic archaeology vs. archaeological inference <i>Museum exploration assignment due at beginning of class, January 23.</i>	Chapter 2:34-59
4	Chronology M Chronology building techniques W Chronology building techniques F Chronology (contd.) Review for Quiz 1	Chapter 2:59-69
5	Human biological evolution M <i>Quiz 1, Monday, February 2.</i> W African Roots: Time, apes, and hominids F Bipedality, brains, and tools. The tempo and mode of evolution: a twiggy bush	Chapter 3:70-98 Chapter 3:98-115
6	Hominid evolution and becoming “human” M Hominids conquer the world. The Pleistocene epoch W Breaking the cave man image. Issues about <i>Homo erectus</i> F “Premodern” humans and Neanderthals	Chapter 4:116-144 Chapter 4:144-159 Chapter 5:160-185
7	Our foraging legacy M No class Monday, but attend class on Tuesday, February 17. “Eve,” continuity, discontinuity, and the debate over the beginnings of “race.” W Modern humans & cultural takeoff. F The foraging spectrum and the Paleolithic prescription.	Chapter 5:186-217 Chapter 6
8	Across the oceans. Quiz 2. M Colonizing Sunda and Sahul. Origins of Polynesians. W Review for Quiz 2 F <i>Quiz 2. February 27.</i>	Chapter 7:256-272
9	The first Americans M Colonization of the Americas: when and how? W Paleoindian archaeology. F Who are the Native Americans?	Chapter 7:273-307

Spring Break, March 9-13

10 The food producing transition

- M The Mesolithic in Southwest Asia and Europe
- W Farming: when, where, and most of all, why?
- F The Neolithic “revolution”: the greatest irony?

Chapter 8
Chapter 9
J. Diamond, “The Worst Mistake
in Human History” (Blackboard)

11 Neolithic consequences and the roots of complexity

- M The origins of civilization
- W Explosions of complexity: chiefs, ancestors, public works, warfare and peasants.
- F Review for Quiz 3

Chapter 10
Skim Chapters 11-13

12 Early civilizations: Out of the Past video series

- M *Quiz 3. March 30.*
- W Video. Out of the Past: New Worlds
- F Video. Out of the Past: Artisans and Traders

13 An explosion of complexity.

- M Video discussion
- W Video. Out of the Past: Power, Prestige and Wealth
- F Complexity in the ancient North America

Skim Chapters 14-15

14 Mind, Place, and Transition

- M Video. Out of the Past: Collapse
- W Video Discussion
- F The Columbian exchange

C. Mann, “1492” (Blackboard)

15 Archaeology Now

- M Archaeology in the service of the present. Who owns the past?
- W Being an archaeologist.
- F Review for final exam

Feder: Evolutionary Epilogue

Final exam. Friday, May 1 @ 9:30 am in our regular classroom