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To facilitate buying books through Amazon, we have created links for all Sociology, Social Work & Anthropology (SSWA) courses. To buy this way, go to the museum homepage, click on "Help fund the museum," look up the text title, click on the book, place it in your Amazon shopping cart, make your purchase, and voila—your book is shipped to you and the museum gets a commission on the sale (even of used copies). Amazon offers free shipping on all purchases over \$25. As of this writing, the textbook costs \$38.00 new at Amazon; they have used copies starting at \$28.59.

Please keep in mind that any time you plan to make a purchase from Amazon, if you go to their website via a Museum of Anthropology link (by clicking, for example, on any featured book, whether or not you want to buy it—just don't put it in your shopping cart once you're directed to Amazon), the museum will receive a small commission on everything you do buy. It's a nice way for the museum to fund programs for Cache Valley families, undergraduate internships in the museum, and other initiatives.

Readings on Blackboard: Some of your reading consists of articles or chapters from other textbooks. These are stored in PDF format and are available on *Blackboard*. You will need to log in, download and print each article, or simply read the electronic version on-screen. Most of these readings are required, just as the textbook is required. I may post additional, supplementary readings should there be an expressed interest on the part of the students.

Note on reading and note taking: Your success in this course will depend in no small part upon completing assigned readings thoroughly and on time. Readings form the basis for lectures, class discussions, and exams (detailed below). You are highly unlikely to succeed in this course if you do not read.

Course Requirements: One 1-2 page *Research Paper Proposal*; One *Annotated Bibliography*; One 10-12 page *Research Paper*; 2 *Midterms*; 1 *Final Exam*; *Online Discussions*.

Your Grade is based on:

Paper Proposal Draft	25 points
Final Paper Proposal	75 Points
Midterm Exams (2)	125 points each (250 total)
Annotated Bibliography Draft	50 points
Final Annotated Bibliography	125 points
Research Paper Draft	75 Points
Final Research Paper	150 points
Final Exam	250 points
Online Discussions	see below

1000 points possible in class: 900-1000 = A; 800-900 = B; 700-800 = C; 600-700 = D; < 600 = F

Paper Proposal: Write a 1-2 page (double-spaced) summary of the group or area you will focus on and the explanatory mechanism used to explain cultural development in your area (see below). Include *at least* three (3) references you will use on a separate page, in *American Antiquity* format (see www.saa.org/publications/Styleguide/styleGuide.pdf). Combined, the draft and final versions of this assignment are worth 10% of your total grade.

Annotated Bibliography: This is an alphabetical list (based on primary author's last name) of your 10 or more sources for your paper, with a one paragraph summary of each. Combined, the draft and final versions of this assignment are worth 17.5% of your total grade.

Research Paper: Research and write a 10-12 page (double-spaced) research paper on an area or group not covered in class. Review environment (including paleoenvironment, if necessary), ethnography, and culture history. Present an argument, using archaeological datasets, explaining either: (1) lifeway and cultural adaptation; or (2) the reason culture changed in the area. Ten references minimum, five of which must cover original research (i.e., must be a primary source). Combined, the draft and final versions of this assignment are worth 22.5% of your total grade.

Examinations: Will cover lectures, class discussions, assignments, and readings. You are responsible for all materials. Exams will consist of identification, short answer, and short essay questions. If you miss any exam you must present a valid (i.e., written) excuse. Failure to do so will result in an "F" on the exam. Combined, the two midterms are worth 25% of your total grade. The final is worth another 25% of your total grade.

Draft Versions of the Proposal, Bibliography, and Paper: A significant portion of this course consists of writing and research instruction. In order to facilitate this, we've teamed with the *Rhetoric Associates Program* here on campus. You each will be assigned to an RA (Kathryn Anderson, Christina Wright, Justin Hardman or Dione Garlick) to whom you will turn in your draft assignments for editorial and research assistance.

Online discussions: I will post weekly discussion questions on *Blackboard* for review and discussion. These are posted to help you study and to help guide your thinking about course content. In the past, I've found that students who participate in discussion usually do a lot better on exams, especially written portions of exams. Participation is mostly up to you, but here's the stick: if you *do not post at least once in the semester, I will dock two percentage points from your final grade.* And here's the carrot: *if you post at least once, I will add an extra one percentage point to your final grade.* Well thought-out and well-written responses can also earn additional extra credit, at my discretion.

ASSISTANCE: Please ask questions in class, by e-mail, or during office hours. I will be glad to discuss anything that will help you succeed in this class or your academic career. Although I will not lend out class notes (consult a classmate for these), I will do my best to help you understand material that may be unclear in class or in the texts and reading.

Americans with Disabilities Act

Qualified students with disabilities may be eligible for reasonable accommodations. Accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC **and me** as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

CLASSROOM POLICIES

Attendance: Class attendance is not mandatory. In my experience, however, student performance is closely tied to attendance (in other words, if you only show up to about 60% of lectures, you can probably expect a D or worse for your final grade). The decision, however, is up to you. Attendance of the field trip is, however, mandatory and can't be made up.

Tardiness. Late arrivals distract me and other students. If you cannot arrive on time, please do not come to class. If you arrive late, I will note this. Excessive tardiness will affect your final grade.

Missed in-class exams. If you know you will miss an in-class exam, you must notify me of this *prior to your absence*. Even if you are bedridden by illness, you must contact me to explain the situation prior to your absence. If you follow this protocol, you may make up the exam in the next three days at a time convenient for us both. **If you fail to follow this protocol, you may not make up the exam.** This has happened before, and students have learned the hard way that this policy is not

negotiable. I recommend using e-mail to contact me, and keep a copy of the “sent message” as a record that you notified me of your absence in a timely fashion.

Turning in assignments. Late assignments will not be accepted. You know the due date for this well in advance (see your syllabus). Plan to turn in your assignment during class on the due date, and understand that any time after the beginning of class that day is late—too late. You may turn in assignments **early** if you know you must miss class on the day it is due (or because you’re done and want to be rid of it). You may also send a hard copy in with another student on the day the assignment is due if you are sick. You *may not* e-mail your exam to me; printing turning in a hard copy is your job.

Extra credit. None is offered, so please do not ask.

Email policy: Please email all questions, concerns, etc. But please do not bombard me with repeated emails; think your questions through and send one, rather than three or four. You and your classmates will receive better and faster responses if you think about your questions before sending email. You should expect a response (usually) within 24 hours on weekdays (but only if sent during business hours). Weekends are more hit-or-miss, so don’t expect a response until Monday for an email sent after 5 PM on Friday night (though oftentimes I will send responses over the weekend--it’s just not guaranteed). Finally, don’t expect more than a short paragraph answer to your questions—if you have a complex issue that requires my assistance, please come by and talk to me in office hours—we can cover much more in a 15 minute meeting than in two hours of sending emails back and forth.

Classroom civility. Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. So, during class, please do not talk to others, allow your cell phone to ring, snap your gum, read the newspaper, make obnoxious comments, or engage in other rude activities. If your behavior disturbs your peers or me, I will take disciplinary action as outlined in Utah State University’s “Classroom Civility Policy.” You may review the complete policy and possible sanctions at <http://www.usu.edu/stuserv/SCode/civility.html>. Note that the consequences of uncivilized behavior include (but are not limited to) immediate removal from the classroom.

Academic dishonesty. All students must abide by Utah State University academic standards, including the Utah State “Honor Pledge.” This outlined in Section V of the *Code of Policies and Procedures for Students*. Section VI of the document explains penalties for violating university standards, and they can be severe (up to and including expulsion from USU). Please familiarize yourself with these policies as academic dishonesty will be dealt with in accordance with them.

Plagiarism. Plagiarism includes knowingly “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 acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (*Code of Policies and Procedures for Students*, Article V, Section 3A.1). Penalties for plagiarism include “(1) warning or reprimand and (2) grade adjustment” (Article VI, Section 1A). Other penalties may be imposed at the Dean’s discretion and include probation, suspension, expulsion from Utah State University, withholding of transcripts, denial or revocation of degrees, referral for psychological counseling, and other disciplinary actions. Never, never, *never* plagiarize. If you work with a friend on your reading exam and turn in substantially similar work, I *will* notice, and will take strong and immediate action in accordance with USU policy.

Student privacy. In compliance with the Family Education Right to Privacy Act (FERPA), the Anthropology program maintains the confidentiality of your records.

Daily Schedule

Date*	Topic	Reading**
<u>Course Introduction</u>		
Jan 5	Course Introduction - N. American Prehistory	Fagan, Preface: 9-13; <i>Sutton & Yohe-Archaeology</i>
Jan 7.	Archaeology Basics - Time, Space, Form	Fagan, Ch.1, pp. 15-32; <i>Sutton & Yohe Ch 7***</i>
Jan 9.	Moundbuilders & Ice Age Megafauna	Fagan, Ch. 2, pp. 33-52
<u>Peopling of the Americas & Paleoindians</u>		
Jan 12.	A Brief History of Americanist Archaeology	Fagan, Ch. 3, pp. 53-68
Jan 14.	Pleistocene-Holocene Paleoenvironments	None (<i>reading break – catch up</i>)
Jan 16.	Native American Origins – Peopling of Americas <i>Submit Term Paper Proposals to RAs</i>	Fagan, Ch. 4, pp. 69-85
Jan 19.	MLK Day – No Class	None
Jan 21.	Paleoindians, Clovis & Contemporaries	Fagan, Ch. 4, pp. 85-96
Jan 23.	Paleoindians, post-Clovis (Paleoarchaic?)	Fagan, Ch. 5, pp. 97-114
<u>Plains & Archaic</u>		
Jan 26.	Holocene Paleoclimate & Paleoenvironment	Fagan, Ch. 6, pp. 115-122
Jan 28.	Thinking about the Archaic	None (<i>reading break – catch up</i>)
Jan 30.	The Plains Archaic <i>Term Paper Proposals Due in Class</i>	Fagan, Ch. 6, pp. 122-141
Feb 2.	Late Holocene Great Plains	Fagan Ch. 7, pp. 142-164
Feb 4.	In-class review for Midterm #1	None
Feb 6.	Midterm #1	None
<u>Formative & Agricultural Origins; Eastern Woodlands</u>		
Feb. 9	Eastern Archaic	Fagan, Ch. 16, pp. 369-398
Feb. 11	Thinking about Continental Agricultural Transitions	Fagan Ch. 17, pp. 399-420
Feb 13	Eastern Woodlands: Late Archaic & Adena	Fagan Ch. 18, pp. 421-434
Feb 17.	Eastern Woodlands: Hopewell & Mississippian	Fagan Ch 19 & 20, pp. 435-488
<u>Arctic & Subarctic</u>		
Feb 18.	Arctic Environments & Basic Culture History	Fagan, Ch. 8, pp. 167-190
Feb 20.	Later Cultures of the Eastern & Western Arctic	Fagan, Ch. 9, pp. 191-212
<u>The Southwest</u>		
Feb 23.	The Archaic in the Southwest & N. Mexico	Fagan, Ch. 13, pp. 295-413
Feb 25.	Agricultural Origins: Late Archaic & Basketmaker	Fagan, Ch. 14, pp. 315-334
Feb 27.	Ballcourts, Kivas, & Apartments: Puebloan SW <i>Submit Annotated Bibliographies to RAs</i>	Fagan, Ch. 15, pp. 335-367
Mar 2.	The Chaco Phenomenon & SW Collapse	None (<i>reading break – catch up</i>)
Mar 4.	In-Class Review for Midterm #2	None
Mar 6.	Midterm #2	None
Mar. 9-13	SPRING BREAK – NO CLASS	

Date*	Topic	Reading**
<u>Great Basin</u>		
Mar 16.	Introducing the Great Basin	Fagan, Ch. 12, pp. 264-275
Mar 18.	Great Basin Culture History	Fagan, Ch. 12, pp. 275-294
Mar 20.	Owens Valley <i>Final Annotated Bibliography Due In Class</i>	<i>Elston 1982</i>
Mar 23.	High Altitude Occupations in the Great Basin	<i>Bettinger 1991</i>
Mar 25.	Great Basin Bioarchaeology	<i>Coltrain & Leavitt 2002</i>
Mar 27.	Bringing it all home: The Fremont	None (<i>reading break – catch up</i>)
<u>California</u>		
Mar 30.	California Overview & Ethnography	Fagan, Ch. 10, pp. 215-221
Apr 1.	Early Archaic: Millingstone Horizon	Fagan, Ch. 10, pp. 221-232
Apr. 3	Chumash Ethnohistory <i>Submit Term Paper to RAs</i>	None (<i>reading break – catch up</i>)
Apr 6.	Chumash and the Evolution of Complexity	Fagan, Ch. 11, pp. 233-252
Apr 8.	Sierra Nevada & the Mono	Fagan, Ch. 11, pp. 252-263
Apr 10.	Central Valley Introduction, Environment, & History	<i>Moratto 1984</i>
Apr 13.	Central California Taxonomic System (CCTS)	<i>Frederickson 1994</i>
Apr 15.	Central Valley Burials	None
Apr 17.	Central Valley Intensification <i>Term Paper Due in Class</i>	<i>Basgall 1987</i>
Apr 20.	Course Summary & Review	None
Apr 22.	Guest Lecture	None
Apr 24	Guest Lecture	None
May 1 (F)	FINAL EXAM 7:30-9:20 AM	NO EARLY EXAMS

* Dates in **bold** indicate a due date or test date.

** Reading should be completed by the class period for which it is listed

*** Readings in *italics* are available on Blackboard as PDFs.