



MWF 10:10-11AM, Aug 22 – Dec 11; Candelaria Hall Room 1220

Instructor: Dr. Andy Creekmore

Office: Candelaria 2032; tel. 351 2761

Office Hours: MWF 11-12; MF 2:25 – 3:25.

Email: andrew.creekmore@unco.edu

Course URL: www.unco.blackboard.com

Prerequisites: None.

Required Texts and Films

1) World Prehistory and Archaeology by Michael Chazan, 3rd Edition.

2) Readings posted to Blackboard (<http://bb.unco.edu> or <http://unco.blackboard.edu>)

During some weeks your reading load will be light, for others it will be heavier. Be sure to look ahead on the syllabus periodically so you can manage your preparation time effectively.

3) Films and short videos listed in the notes for each week (links provided). Some films are 5 minutes, others are 59 minutes. Be sure to look at the posted length early in the week so you can plan your time accordingly.

Course Purpose

There are those who believe...that life here began out there, far across the Universe...with tribes of humans...who may have been the forefathers of the Egyptians...or the Toltecs...or the Mayans...that they may have been the architects of the Great Pyramids...or the lost civilizations of Lemuria...or Atlantis. –Opening narration, Battlestar Galactica 1978

This catchy opening to Battlestar Galactica reverberates in popular media today, and implies that we do not have evidence for the origins of humans and great civilizations, that such things are a matter of belief. In fact we have overwhelming archaeological evidence for the evolution of the human body and human culture, as well as the development of civilization right here, on earth. The purpose of this course is to review the archaeological evidence for the major developments in the exciting course of human biological and cultural development around the world, from the earliest proto-human beings to complex urbanized states.

Course Description

This course surveys human prehistory from appearance of the first hominins 4.5 million years ago to the development of state and empires around the world. We take a comparative perspective centered on several key questions:

1. What distinguishes us from our primate ancestors? How, when, and where did we develop distinctively human traits?
2. When and how did we develop key aspects of our culture, including art, symbolism, ideology, and technologies such as stone tools, cooking, weaving, pottery manufacture and metallurgy?
3. What are the origins of plant and animal domestication, sedentism, and agriculture?
4. How and why did cities and states emerge around the world?

As we investigate these questions, we will review the archaeological methods and theories related to collecting and interpreting the material remains that make up our data.

Course Learning Objectives

In this course students will:

- Identify and distinguish the major periods in the history of archaeology and its major theoretical paradigms.
- Identify and distinguish the major archaeological methods.
- Explain how scientific archaeology differs from pseudoarchaeology.
- Identify and distinguish the major hominins, including the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space.

- Evaluate the biological and cultural differences between humans and other hominins, and identify the behaviors that distinguish humans from their ancestors.
- Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world.
- Identify and distinguish the impacts of agriculture upon different cultures.
- Identify and distinguish the key traits of several middle-range complex societies.
- Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form.
- Describe and compare the socio-political development of cities, states, and empires.

Upon completion of this course you will be able to:

- Explain how the history of archaeology shapes modern archaeological practice, and how scientific archaeology differs from pseudoarchaeology.
- List the major hominins and describe the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space.
- List the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world, and describe the impact of agriculture upon different cultures.
- Describe and compare the socio-political development of middle-range societies, cities, states, and empires around the world.

Departmental Learning Outcomes

This course addresses two of our department learning goals:

- Students will be able to explain the diversity of humankind, past and present. This includes knowledge of how social practices vary across cultures, understanding of the ways that humans adapt to their environment, and knowledge of the ways that material remains are used to interpret past human behavior.
- Anthropology major graduates will be able to formulate an argument and use anthropological evidence to support it.

Instructor-Student Communication

If you have questions for me about assignments, course content, etc., make an appointment to see me in office hours. You may also contact me by email.

Students With Disabilities

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Instructional Methodology

This course takes place face-to-face in a lecture and discussion environment, but also uses significant online content via the blackboard portal. We use the Blackboard online portal (<http://bb.unco.edu>) for course content, quizzes, submitting assignments, and communication. If you need assistance with blackboard, contact the Technical Support Center at <https://www.unco.edu/it/forms/callsub.htm> or call (970) 351 – 4357 or 1-800-545-2331 (M-Th 7am – midnight; F 7am-5pm; SS noon to 7pm).

Course Requirements

I expect students to attend class regularly, log on daily to our course website and check their university e-mail frequently in order to keep up with announcements and to ensure all tasks are being completed. Your grade is based on your combined score for the following activities:

<i>(% of final grade)</i>	<i>Description</i>
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- | | |
|-------|--|
| (50%) | Exams. There are <u>two exams, together worth 50% of your grade.</u> Exams are not cumulative. The exams cover material from the readings, instructor notes, embedded videos, films, in-class activities, and assignments. Make-up exams will be given at the instructor's discretion. If an exam is missed due to unforeseen circumstances such as illness or family emergency, arrangements will be made so no penalty is imposed, but only if the legitimacy of the absence is adequately documented (doctor's excuse, accident report, etc.) AND the instructor is contacted within 24 hours of the examination date. All make-up exams must be taken within one week after the exam. Otherwise, the student will receive a "0" for that exam. |
| (20%) | Quizzes. There are <u>four online quizzes</u> that you must complete on blackboard. Quizzes open at 8am on Wednesday and close at the end of the day Sunday during the week for which they are assigned. Each quiz consists of a series of multiple choice and true/false questions taken from the readings, instructor notes, videos, films, and assignments for the weeks covered by the quiz, as designated on the schedule. Quizzes are open book, open note, but to ensure success I recommend that you complete all the textbook and non-textbook readings, study questions for non-textbook readings and films, watch the videos or films, and review your course notes before starting the quiz. <u>Extensions will not be given for those who begin the quiz close to the closing deadline and experience blackboard difficulties. You must plan ahead for such events.</u> Make-up quizzes will be given at the instructor's discretion. If a quiz is missed due to unforeseen circumstances such as illness or family emergency, arrangements will be made so no penalty is imposed, but only if the legitimacy of the absence is adequately documented (doctor's excuse, accident report, etc.) AND the instructor is contacted within 24 hours of the examination date. All make-up quizzes must be taken within one week after the originally scheduled quiz. Otherwise, the student will receive a "0" for that quiz. Although quizzes are open book, they will be timed and you cannot backtrack, so you should be familiar with the material before taking the quiz. You will only have one opportunity to take each quiz. |
| (20%) | In-class activities: There are several in-class activities or assignments. Some of these are listed on the syllabus but others will be added as time permits. These activities may be short individual writing assignments or take place in small groups in-class and each group submits a single assignment sheet. Be sure to come to class prepared to work together to discuss issues related to the course content. |
| (10%) | Attendance. Attendance will be taken at random on 10 occasions. Your presence or absence <i>at the time attendance is taken – not earlier or later –</i> will be combined with observations of your participation during class activities and class citizenship to determine your participation and attendance grade. Your grade will drop in cases of poor attendance or citizenship, including texting or fiddling with electronic devices, arriving late or leaving early without giving prior notice and explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers during group activities. |

Grading Procedures

All assignments, quizzes and exams must be completed by the deadline. Final grades are based on a standardized scale listed below. No extra credit will be offered.

Grading Scale (Note: Final grades are *not* negotiable).

<u>Percentage</u>	<u>Letter Grade</u>	<u>Quality Points</u>
93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

Academic Misconduct:

Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC.

Please familiarize yourself with the UNC Student Code of Conduct:

<http://www.unco.edu/dos/pdf/StudentCodeofConduct.pdf>. Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University disciplinary action. For more information on this topic and university policies, consult this website:

<http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html>

Computer and Technical Issues

- Blackboard has information about how to make sure your computer is compatible for the course. Please go to the home page for this information (<http://bb.unco.edu>).
- In this course, YOU are responsible for dealing with any computer-related problems. Contact UNC's Tech Support at 1-970-351-HELP(4357) if you encounter any computer issues. **I will not accept any email attachments as your submitted assignments unless you verify with IT and me that Blackboard is somehow disabled.**
- Wireless: I recommend that you complete all blackboard quizzes on a hard line, not wireless, because if your connection drops then you could lose your opportunity to complete the assignment.
- EMAIL address: The default email for Blackboard is your UNC Bearmail. If you would like your UNC e-mail forwarded to another mail address, your URSA student page or the helpline can assist you with changing this. When I send email to the whole class I will use the single click link on Blackboard. I also make frequent use of our Blackboard announcements page, so check that often too.

To successfully complete the course you should have a general familiarity with a personal computer and be able to log onto the course blackboard page several times a week to download readings and notes, and to access linked videos. Necessary equipment and software include:

- A computer with internet access.
- A web browser (free versions include Explorer <http://windows.microsoft.com/en-us/internet-explorer/download-ie> , Firefox <https://www.mozilla.org/en-US/firefox/new/> , Google Chrome <http://www.google.com/chrome/> , and Apple Safari <http://www.apple.com/safari/>).
- Microsoft Word, or convertible software, in order to upload assignments to Blackboard that I can download and open. If you don't have MS Word, be sure to convert your file or save it as a PDF or rtf (rich text file).
- Adobe Acrobat Reader to view readings and assignments (free version <http://get.adobe.com/reader/?promoid=BUIGO>).
- Video player (free versions include Quicktime <http://www.apple.com/quicktime/> , Real Player <http://www.real.com/> , and VLC media player <http://www.videolan.org/vlc/>). Your browser may also open videos in Adobe Flash player, which is integral to the browser.

Course Readings (in addition to the textbook)

Adovasio, J.M., Soffer, Olga, & Page, Jake

2007 The Fashioning of Women. In *The Invisible Sex: Uncovering the True Roles of Women in Prehistory*, pp.169-192. New York: Smithsonian Books.

Bard, Kathryn A.

2008 Royal Cities and Cult Centers, Administrative towns, and Workmen's Settlements in Ancient Egypt. In *The Ancient City*, edited by Joyce Marcus and Jeremy A. Sabloff, pp. 165-182. Santa Fe: School for Advanced Research.

Diamond, Jared

1999 The Worst Mistake in the History of the Human Race. In *Lessons from the Past: An Introductory Reader in Archaeology*, edited by Kenneth L. Feder, pp. 20-23. Mountain View, CA: Mayfield Publishing Company.

Epstein, Stephen M.

1987 Scholars Will Call It Nonsense: The Structure of Erich Von Daniken's Argument. *Expedition* 29 (2): 12-18.

Gibbons, Ann

2009 Breakthrough of the Year - *Ardipithecus ramidus*. *Science*, Vol 326 (5960): 1598-1599.

Gibbons, Ann

2010 Close Encounters of the Prehistoric Kind. *Science* 328 (7 May): 680-684

Gibbons, Ann

2011 A New View of the Birth of *Homo Sapiens*. *Science* 331 (28 January): 392-394.

Molleson, Theya

1994 The Eloquent Bones of Abu Hureyra. *Scientific American*, 271(2): 70-75.

Rozakis, Laurie

2007 What is Plagiarism -- and How Do I Avoid It? In *Schaum's Quick Guide to Writing Great Research Papers*, by Laurie Rozakis, pp. 117-127. New York: McGraw-Hill.

Smith, Michael E.

1997 Life in the Provinces of the Aztec Empire. *Scientific American* September, pp.76-83.

ANT 120 World Archaeology SCHEDULE

Week and Unit	Course Learning Objectives	Assignments You should complete all readings by Monday or Wednesday if possible. All online quizzes must be completed by the end of the day Sunday.
1 Aug 22-28	<i>History of Archaeology and its Major Paradigms</i> <ul style="list-style-type: none"> Identify and distinguish the major periods in the history of archaeology and its major theoretical paradigms. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes posted to blackboard. Read <u>World Prehistory and Archaeology</u> (WPA) Ch 2: pp. 32-51. In-class activity: what archaeologists do.
2 Aug 29-Sept 4	<i>Archaeological Methods</i> <ul style="list-style-type: none"> Identify and distinguish the major archaeological methods. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 1: pp. 8-29. Take Quiz 1 (Covers weeks 1 – 2; complete on blackboard by end of day Sunday).
3 Sept 6 – 11 (W/F; Sept 5 Holiday)	<i>Pseudoarchaeology.</i> <ul style="list-style-type: none"> Explain how scientific archaeology differs from pseudoarchaeology. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read Epstein 1987 (pp. 12-18). In-class activity: pseudoarchaeology.
4 Sept 12 – 18	<i>Early Hominins</i> <ul style="list-style-type: none"> Identify and distinguish the major hominins, including the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 3: pp. 50-85. Read Gibbons 2009: 1198-1599. Take Quiz 2 (Covers weeks 3 and 4; complete on blackboard by end of day Sunday).
5 Sept 19 - 25	<i>Neanderthals</i> <ul style="list-style-type: none"> Identify and distinguish the major hominins, including the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 4: pp. 86-112. Read Gibbons 2010: 680-684. Watch <i>Neanderthals Decoded</i> film (see Week 5 notes for links and information). In-class activity: Neanderthals.
6 Sept 26 - Oct 2	<i>The Origin of Modern Humans.</i> <ul style="list-style-type: none"> Evaluate the biological and cultural differences between humans and other hominins, and identify the behaviors 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 5: pp. 114-140. Read Gibbons 2011: 392-394.

	that distinguish humans from their ancestors.	<ul style="list-style-type: none"> Read Adovasio 2007: 169-192.
7 Oct 3 - 9	<i>Introduction to Domestication and Agriculture.</i> <ul style="list-style-type: none"> Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world. Identify and distinguish the impacts of agriculture upon different cultures. 	<u>Complete the following:</u> <ul style="list-style-type: none"> MIDTERM: Monday, Oct 3, in class. (Covers weeks 1-6; does NOT cover week 7 content). Read through course notes and watch embedded videos. Read WPA: pp. 170-179. Read Diamond 1999:20-23. In-class activity: domestication.
8 Oct 10 - 16	<i>Domestication and Agriculture: in the Near East, North and Central or Mesoamerica.</i> <ul style="list-style-type: none"> Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world. Identify and distinguish the impacts of agriculture upon different cultures. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 7: pp. 180-203; Ch 8: pp. 204 – 226. Read Molleson 1994:70-75. Watch <i>First Farmers</i> film (see this week's notes for link and information).
9 Oct 17 - 23	<i>Domestication and Agriculture: Africa, Andes, East Asia.</i> <ul style="list-style-type: none"> Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world. Identify and distinguish the impacts of agriculture upon different cultures. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 9: pp. 226-247. Take Quiz 3 (Covers weeks 7, 8, 9; complete on blackboard by end of day Sunday).
10 Oct 24 - 30	<i>The Development of Complex Societies Stonehenge, Chaco Canyon, Cahokia, and Great Zimbabwe</i> <ul style="list-style-type: none"> Identify and distinguish the key traits of several middle-range complex societies. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA pp. 248-255; WPA Ch 10: 256-281. In-class activity: Great Zimbabwe.
11 Oct 31 - Nov 6	<i>Urbanized states: Mesopotamia and Egypt</i> <ul style="list-style-type: none"> Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. Describe and compare 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Review WPA pp. 248-255 (review from last week); Read WPA Ch 11: 282-305. Watch <i>Mesopotamia</i> film (see this week's notes for links and information).

	the socio-political development of cities, states, and empires.	<ul style="list-style-type: none"> Read Bard 2008:165-182.
12 No 7 - 13	<i>Urbanized states: Indus and China</i> <ul style="list-style-type: none"> Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. Describe and compare the socio-political development of cities, states, and empires. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 12: 316-330. Watch <i>Indus</i>, and <i>China</i> films (see this week's notes for links and information). Take Quiz 4 (Covers weeks 10, 11, 12; complete on blackboard by end of day Sunday).
13 Nov 14 (NO CLASS WORK)	<i>Urbanized states: Mesoamerica.</i> <ul style="list-style-type: none"> Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. Describe and compare the socio-political development of cities, states, and empires. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 13: 340-369. Watch <i>Popol Vuh</i> film (see this week's notes for links and information). Read Smith 1997:76-83.
14 Nov 21 - 23 (M/W; No class F)	<i>Urbanized states: Andes.</i> <ul style="list-style-type: none"> Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. Describe and compare the socio-political development of cities, states, and empires. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read WPA Ch 14: 370-391. Watch <i>Inca Masters of the Clouds</i> film (see this week's notes for links and information).
15 NOV 28- DEC 4	<i>Urbanized states:</i> <ul style="list-style-type: none"> Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form and collapse. Describe and compare the socio-political development of cities, states, and empires. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Watch <i>Why Societies Collapse</i> film (see this week's notes for links and information). In-class activity: comparing states (bring textbooks and notes to class).
16	FINAL EXAM: Wed, Dec 7, 8:00 – 10:30 AM in our regular classroom.	<u>Complete the following:</u> <ul style="list-style-type: none"> Complete Final Exam Wed Dec 7, 8:00 – 10:30 AM (covering all material since the midterm).