



Instructor: Dr. Andy Creekmore

Office: Candelaria 2032; tel. 351 2761

Office Hours: I will respond to email within 48 hours.

I am available in my campus office TTh 10:45-11:45, 1-2, 3:15-4.

Email: andrew.creekmore@unco.edu

Course URL: <http://unco.instructure.com/>

Prerequisites: None

Required Texts and Films

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

2) Readings posted to Canvas (<http://unco.instructure.com/>)

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., submit them to the discussion forum titled “questions.” If you have personal questions (e.g. pertaining to your work), send them to my email address.

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 entirely online. We use the Canvas online portal <http://unco.instructure.com/> for all course content and submitting assignments, and communication. If you need assistance with Canvas, contact the Technical Support Center at <http://www.unco.edu/canvas/student-support/> 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 log on daily to our course website and e-mail 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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|-------|--|
| (40%) | Exams (20% midterm, 20% final). There are <u>two exams</u> . The first exam will be due by the end of Week 7 . The second of these is the final, and will be given in Week 16 . Exams are not cumulative. The exams cover material from the readings, instructor notes, embedded videos, films, assignments, and discussions. 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. Both exams will be open book and timed. You will only have one opportunity to take the exam. |
| (25%) | Quizzes . There are <u>four quizzes</u> . Quizzes open at 8am on Thursday and close at the end of the day Sunday. Each quiz consists of a series of multiple choice and true/false questions taken from the readings, instructor notes, embedded videos, films, assignments, and discussions for that week or weeks 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 embedded videos or film assignments, 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 Canvas 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. |
| (25%) | Writing Assignments: There are four writing assignments. All assignments should be submitted via the Canvas assignment links within the weekly folders. Emailed assignments will not be accepted unless IT verifies that Canvas is down. Assignments will be graded for quality, (how well they answer the questions posed), completeness (addressing all aspects of the assignment), and integration, when necessary (e.g. paragraphs should be in essay format, not simply a list of answers to questions). |
| (10%) | Discussion Boards: Some weeks there is a discussion board. You are required to post at least one original response to the prompt (by end of day Thursday) AND respond to at least one classmate (by end of day Sunday) . Part of what makes college seminars interesting and valuable is class discussion. Exchanging ideas with each other and challenging each other in class will add a great deal to your learning in the course. Original discussion board postings should be between 200-250 words. Responses to classmates should be between 100-200 words. Responses should not be packed with fluff just to meet the word limit, but should be substantive. Here is an example of fluff: "I really like your idea, it is so good, that idea is so much like what I was thinking and I really agree." The preceding sentence says the same thing several times just to fill space. A substantive response would be: "I really like your point that X is like Y because in my view those two factors were the most important ones that gave rise to agriculture in Z." To give you an example of length, this paragraph is 295 words, a bit longer than a first posting. <u>NOTE: when you open the discussion board link you must click on "create thread" to see the discussion prompt. You must also post your response before you can see the posts of others in the class.</u> Discussions will be |

graded on a 6 point scale, with 3 points possible for each posting (original and one response). One point will be awarded for a poor posting, two for a sufficient posting, and three for a good posting. The definition of poor, sufficient, and good are determined based on criteria listed in the grading rubric for discussion posts (see Canvas “resources” tab).

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/Conduct/codeofconduct.html> . 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 and the brief powerpoint presentations posted there: <http://www.unco.edu/english/wcenter/academicintegrityindex.html>

Computer and Technical Issues

- Canvas assistance: <http://www.unco.edu/canvas/student-support/>
- 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 Canvas is somehow disabled.**
- Wireless: I recommend that you complete all quizzes, exams, or other timed assignments 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 Canvas 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 Canvas. I also make frequent use of our Canvas 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 Canvas page several times a week to download and upload assignments and participate in discussion. 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 Canvas 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 Unless otherwise noted, all assignments and quizzes are due by the end of the day Sunday except for discussion posts, which are due by the end of the day Thursday.
1 JAN 9-15	<p><i>History of Archaeology and its Major Paradigms</i></p> <ul style="list-style-type: none"> Identify and distinguish the major periods in the history of archaeology and its major theoretical paradigms. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> Post your introduction. Read through course notes and watch embedded videos. Read <i>World Prehistory and Archaeology</i> (WPA) Ch 2: pp. 32-51. Post on discussion board (due by end of day Thursday).
2 JAN 16-22	<p><i>Archaeological Methods</i></p> <ul style="list-style-type: none"> Identify and distinguish the major archaeological methods. 	<p><u>Complete the following:</u></p> <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 by end of day Sunday).
3 JAN 23-29	<p><i>Pseudoarchaeology.</i></p> <ul style="list-style-type: none"> Explain how scientific archaeology differs from pseudoarchaeology. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> Read through course notes and watch embedded videos. Read Epstein article (pp. 12-18). Watch video lecture. Complete Assignment 1: Pseudoarchaeology (includes readings, videos, short essay; due end of day Sunday).
4 JAN 30 – FEB 5	<p><i>Early Hominins</i></p> <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. 	<p><u>Complete the following:</u></p> <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 by end of day Sunday). Post on discussion board (due by end of day Thursday).
5 FEB 6-12	<p><i>Neanderthals</i></p> <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. 	<p><u>Complete the following:</u></p> <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) Submit Assignment 2: Neanderthal Burials (due by end of day Sunday).

<p>6 FEB 13-19</p>	<p><i>The Origin of Modern Humans.</i></p> <ul style="list-style-type: none"> Evaluate the biological and cultural differences between humans and other hominins, and identify the behaviors that distinguish humans from their ancestors. 	<p><u>Complete the following:</u></p> <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. Read Adovasio 2007: 169-192. Post on discussion board (due by end of day Thursday).
<p>7 FEB 20-26</p>	<p><i>Introduction to Domestication and Agriculture.</i></p> <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. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> EXAM 1 (MIDTERM) (Covers weeks 1-6; does NOT cover week 7 content) (due by end of day Sunday). Read through course notes and watch embedded videos. Read WPA: pp. 170-179. Read Diamond 1999:20-23.
<p>8 FEB 27 – MAR 5</p>	<p><i>Domestication and Agriculture: in the Near East, North and Central or Mesoamerica.</i></p> <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. 	<p><u>Complete the following:</u></p> <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). Post to discussion board (due by end of day Thursday).
<p>9 MAR 6-10</p>	<p><i>Domestication and Agriculture: Africa, Andes, East Asia.</i></p> <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. 	<p><u>Complete the following:</u></p> <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 by end of day Sunday).
<p>MAR 11-19</p>	<p>SPRING BREAK</p>	

10 MAR 20-26	<i>The Development of Complex Societies</i> <i>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. Watch Great Zimbabwe Video. Submit Assignment 3: Great Zimbabwe (due by end of day Sunday).
11 MAR 27 – APR 2	<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 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. 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). Read Bard 2008:165-182.
12 APR 3- 9	<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). Post to discussion board (due by end of day Thursday). Take Quiz 4 (Covers weeks 10, 11, 12; complete by end of day Sunday).
13 APR 10-16	<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 APR 17-23	<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). Begin preparing Assignment 4, Comparative States Essay. This is due at the end of week 15 but you should start thinking about it now. The completed assignment should be submitted via the link in the week 15 folder.

<p>15 APR 24-30</p>	<p><i>Urbanized states:</i></p> <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. 	<p><u>Complete the following:</u></p> <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). • Submit Assignment 4: Comparative States Essay • Post to discussion board (due by end of day Thursday). • Begin reviewing for final exam, which takes place next week.
<p>16 MAY 1- 5</p>	<p>FINAL EXAM</p>	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • Complete Final Exam (covering all material since the midterm). COMPLETE THE EXAM BY end of day WEDNESDAY MAY 3.