



UNIVERSITY OF
**NORTHERN
COLORADO**

ANT 120 World Archaeology, 3.0 Credit Hours

Course Syllabus, Spring 2021, Jan 11 – May 7

Meets on selected Tuesdays 9:30-10:45 in Mount Evans Ballroom of the University Center, or virtually (see below). The remainder of the course is online.

Instructor: Dr. Andy Creekmore

Office: Candelaria 2200; tel. 351 2761

Office Hours: Please contact me by email to schedule a virtual appointment. Days and times are flexible.

Prerequisites: None

Email: andrew.creekmore@unco.edu

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

Required Texts and Films

1) World Prehistory and Archaeology by Michael Chazan, 4th Edition. This edition has the following image on the cover:

MICHAEL CHAZAN

FOURTH EDITION
**WORLD
PREHISTORY AND
ARCHAEOLOGY**
PATHWAYS THROUGH TIME



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

The reading load varies, but as a compressed six-week course there is a significant amount of reading. 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 an hour or longer. 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 the appearance of the first hominins 4.5 million years ago to the development of states and empires around the world. We take a comparative perspective centered on several key questions:

1. How does archaeology differ from pseudoarchaeology and why is this distinction important?
2. What distinguishes us from our primate ancestors? How, when, and where did we develop distinctively human traits?
3. 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?
4. What are the origins of plant and animal domestication, sedentism, and agriculture?
5. 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, describe the physical, ecological, and cultural characteristics of each, the fossil and genetic evidence that links hominins in the human family tree over time and space, and the theories and models that explain the evolutionary process.
- List the key factors, plants, and animals central to the domestication of plants and animals and the development of agriculture around the world and describe the impact of agriculture upon cultures.
- Describe and compare the socio-political development of 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.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

COVID-19

Due to the current global pandemic, the 2020-2021 school year will be unlike any other that the University has experienced. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website: <https://www.unco.edu/return-to-campus/> for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. To mitigate the spread of COVID-19, **students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom.** Additionally, members of the university community are expected to **follow physical or social distancing requirements by keeping at least 6 feet from others**, covering their coughs, and practicing good hand hygiene. Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources. It is important that all members of the university community work together to do all we can to keep our community safe.

Course Requirements

I expect students to log on daily to our course website and e-mail to keep up with announcements and to ensure all tasks are completed according to the schedule. Your grade is based on your combined score for the following activities:

<i>(% of final grade)</i>	<i>Description</i>
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(30%)	Exams. (Midterm 15%, Final 15%). There are <u>two exams</u> . Exams are not cumulative. The exams cover material from the readings, instructor notes, lectures, 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.
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(30%)	Quizzes. There are <u>four quizzes</u> , each covers 2 weeks of the course. Quizzes open at 8am on Wednesday and close at the end of the day the following Wednesday (quizzes 1 and 2) and Sunday (quiz 3). Quizzes consists of approximately 50 multiple choice and true/false questions taken from the readings, instructor notes, embedded videos, films, assignments, and discussions for the weeks its covers as designated on the schedule. Quizzes are open book, open note, but are <u>timed</u> . Thus, 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. You will only have one opportunity to take each quiz. <u>Extensions will not be given for those who begin the quiz close to the closing deadline and experience Canvas difficulties.</u> You must plan ahead for such events. 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 conflict is
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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.

(28%) **Assignments and in-class activities:** Includes all graded assignments completed individually or in-class in groups (some assignments will not be listed on the syllabus). All assignments should be submitted on canvas unless it is an in-class assignment and hard copies are requested. 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).

(2%) **Completing pre- and post-course assessment quiz:** This quiz is not graded but you will receive credit for completing it at the start and end of the semester. Its purpose is to assess some of our key learning objectives.

(10%) **Attendance and participation.** Attendance will be taken during all face to face and zoom sessions. Your presence or absence will be combined with observations of your participation during class to determine your participation and attendance grade. You should exhibit preparation for class (completed readings or assignments) and engaged participation in class activities and discussion. Your grade will drop in cases of poor attendance or behavior, 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. **Note: persons who are symptomatic or have been advised to quarantine or isolate due to COVID or other illness should inform the instructor as soon as possible to receive instructions about reviewing alternate material and assignments to substitute for missed classes.** In other words, **DO NOT COME TO CLASS SICK. MAKE UP MATERIAL AND ASSIGNMENTS WILL BE PROVIDED for sick students or those exposed to Covid.**

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. Please Note: There is a deadline **if you decide that you want to drop this class** and there is an official drop procedure that must be followed. If you do not follow this procedure correctly, you will receive an "F" at the end of the semester.

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

Instructional Methodology and Communication

This course takes place synchronously online (zoom), face to face on campus, and asynchronously on canvas. We use the

Canvas online portal <http://unco.instructure.com/> for 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). Canvas uses a notification system. All notifications are sent to your UNC email account and any other email accounts you add. Please update your notification preferences so that you receive all pertinent information you may need for this course--especially email, assignment comments, and conversations. Email sent about the course will go to your UNC email account. If you fail to receive important course communication due to a notification preference issue, you will not be excused or exempt. The instructor will communicate with students through Canvas using the Announcements, or by email. Emails not originating from Canvas or your bear mail will not be read or answered.

UNIVERSITY POLICIES AND IMPORTANT INFORMATION

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Misconduct

UNC's policies and recommendations for academic misconduct will be followed. 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. Repeat offenders may receive a failing grade for the course. 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 it 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 the resources on this website: <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/academic-integrity.aspx>

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely

voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

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 need assistance with any computer issues. **For assignments designated to be submitted via Canvas, I will not accept any email attachments as submissions unless you verify with IT and me that Canvas is disabled.**
- Wireless: I recommend that you complete all timed online assignments, such as 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 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 readings and assignments, and to view announcements. Necessary equipment and software include:
 - A computer with internet access, and 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, Real Player <http://www.real.com/>, and VLC media player <http://www.videolan.org/vlc/>). Your browser may open videos in Adobe Flash player, which is integral to the browser.

Course Readings (in addition to the textbook, posted to Canvas in the weekly modules)

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.

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, Unit, and Meeting information	Course Learning Objectives	Assignments All notes, films, discussion boards, quizzes or tests, non-textbook readings, etc., are posted to canvas; see weekly modules for links and info.
1 JAN 11-17 Meet on zoom (canvas link) Tuesday 9:30-10:45	<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"> Post your introduction to the discussion board. Read through instructor notes and watch narrated slide show. Read <u>World Prehistory and Archaeology</u> (WPA) Ch 2: pp. 34-55. Take ANT 120 pre-course quiz (not graded, used for ANTH dept. assessment, but you receive points for completing it), due by end of day Sunday.
2 JAN 18-24 Meet on zoom (canvas link) Tuesday 9:30-10:45	<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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 1: pp. 3-33. Quiz 1 opens Friday at 10am (Covers weeks 1 and 2).
3 JAN 25-31 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center	<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 instructor notes, watch narrated slide shows and linked videos. Read Epstein article (pp. 12-18) and associated study questions. Take Quiz 1 (Covers weeks 1 – 2; complete by end of day Tuesday in week 4). Submit Pseudoarchaeology assignment (due Sunday)
4 Feb 1-7 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center	<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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 3: pp. 57-62, AND 64-90. Read Gibbons 2009: 1198-1599. Quiz 2 opens Friday at 10am (Covers weeks 3 and 4).
5 FEB 8-14 Feb 1-7 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball	<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 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 4: pp. 92-119. Read Gibbons 2010: 680-684. Take Quiz 2 (Covers weeks 3 and 4; complete by end of day Tuesday in week 6). Submit Neanderthal assignment on canvas (due Sunday)

room, University Center	that links hominins in the human family tree over time and space.	
6 FEB 15-21 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center	<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 that distinguish humans from their ancestors. 	<u>Complete the following:</u> <ul style="list-style-type: none"> Read instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 5: pp. 120-147. Read Gibbons 2011: 392-394. Read Adovasio 2007: 169-192. Submit models of human evolution assignment on canvas (due Sunday)
7 FEB 22-28 No class meeting. Complete online material as instructed.	<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"> Tuesday, Feb. 23: EXAM 1 (MIDTERM, ONLINE) (Covers weeks 1-6; does NOT cover week 7 content). Read instructor notes, watch narrated slide shows and linked videos. Read WPA: pp. 178-187. Read Diamond 1999:20-23. Submit agriculture assignment on canvas (due Sunday)

<p>8 March 1-7 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center</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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 7: pp. 188-211; Ch 8: pp. 212-233. Read Molleson 1994:70-75. Quiz 3 opens Friday at 10am (Covers weeks 7, 8, 9).
<p>9 MAR 8-12 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center</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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 9: pp. 234-256. Take Quiz 3 (Covers weeks 7, 8, 9; complete by end of day Tuesday 3/9).
<p>MAR 13-21</p>	<p>SPRING BREAK</p>	
<p>10 MAR 22-28 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center</p>	<p><i>The Development of Complex Societies Stonehenge, Chaco Canyon, Cahokia, and Great Zimbabwe</i></p> <ul style="list-style-type: none"> Identify and distinguish the key traits of several middle-range complex societies. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> Read instructor notes, watch narrated slide shows and linked videos. Read WPA pp. 258-265; WPA Ch 10: pp. 266-290.

11 MAR 29 - April 4. Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center	<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 instructor notes, watch narrated slide shows and linked videos. Review WPA pp. 258-265 (review from last week); Read WPA Ch 11: 292-319. Read Bard 2008:165-182.
12 APR 5-11 Meet on zoom (canvas link) Tuesday 9:30-10:45	<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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 12: 328-343. Quiz 4 opens Friday at 10am (Covers weeks 10, 11, 12).
13 APR 12-18 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center	<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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 13: 354-383. Read Smith 1997:76-83. Take Quiz 4 (Covers weeks 10, 11, 12; complete by end of day Tuesday in week 14).
14 APR 19-25 Meet on zoom (canvas link) Tuesday 9:30-10:45	<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 instructor notes, watch narrated slide shows and linked videos. Read WPA Ch 14: 384-405.

<p>15 APR 26-May 2 Meet face to face Tuesday 9:30-10:45 in Mount Evans Ball room, University Center</p>	<p><i>Urbanized states: collapse</i></p> <ul style="list-style-type: none"> • Identify the main theories of how and why cities and states 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 instructor notes, watch narrated slide shows and linked videos.
<p>16 May 3 No class meeting. Complete online material as instructed.</p>	<p>FINAL EXAM</p>	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • Monday May 3, 8:00am – 10:30am: Final Exam (covers all material since the midterm), takes place online.