

Salt Lake Community College
ANTH 1030
WORLD PREHISTORY: AN INTRODUCTION
COURSE SYLLABUS

Instructor:
Phone:

e-Mail:
Office Hours

Archaeology is the interdisciplinary study of past human cultures and events through oral and written records, as well as from physical cultural remains and structures. This course introduces students to the prehistoric peoples and cultures of the world by examining their developmental differences and similarities. Emphasis is placed on a wide range of the remains of societies by professional archaeologists that specialize on a specific region. Five themes assist in uniting the discussion of each of these regions through human migration, adaptation to the changing environment, domestication of plants and animals, urbanization, and social interaction.

Required Textbooks:

Scarre, Chris and Tammy Stone, ed.
2021 The Human Past Essentials. Published by Thames and Hudson, Inc., New York.

COURSE DESCRIPTION

This course is an introduction to modern archaeology techniques, methods and theories for reconstruction of past life-ways in order to understand cultural adaptation. This coverage includes:

1. Human Migration: the methods and causes of human migration throughout the world
2. Environmental Changes: how humans have utilized natural resources and their impacts
3. Domestication of Plants and Animals: its impacts on population growth, social changes, and impacts to the resource and the environment
4. Urbanization: Creation of social structure and its impacts on population, trade, and resources
5. Social Interaction: How humans interact between various social groups, status, and economic wealth.

COMMUNICATION

Students will demonstrate the ability to write and speak effectively, using appropriate field-specific terminology, about archaeology including:

- A) development of a professional research design plan and report.
- B) development in their essay writing.
- C) the ability to read complex ideas and arguments within historical documents.

- D) the ability to communicate their own critical arguments based on research.
- E) gather and analyze archival information.

It is important that all students read and become familiar with this syllabus. It is also imperative that students read the course material prior to attending class and come with prepared questions. Since this course is a Live Lecture class only (no Zoom or recordings are available), there are no excused absences, as such students are responsible for all announcements, reading assignments, lectures, notes, project papers, handouts, quizzes, and exams. Further, students are responsible for making arrangements to complete any missed quizzes or exams, or any other assignments or deadlines. I will communicate important information, including changes to the course, at the beginning of each class and through Canvas announcements, so please check regularly. If you are late to class, it is your responsibility to find about missed announcements or information after class from another student. To communicate with me other than before or after class, please use the Canvas messaging system. I will generally response within 48 hours during the week. Since I have no office or office hours, it will be necessary to make arrangements for any additional consultation with me after or before class.

As an instructor, it is my goal to assist all students in successfully understanding the basic concepts and introduction goals of Anthropology. To meet this objective, I will work with each student as needed to achieve a positive outcome. This effort may require personal one-on-one consulting to which I will make myself available however. Students will need to make the commitment to completing the required assignments in a timely manner. I am committed to seeing all students succeed in this course. To this end, extra credit points are available for additional work completed.

I am only on campus on [REDACTED] [REDACTED] [REDACTED]. I am also available for consultation and make-up tests after 2:30 PM on those days by previous arrangement. I am here to assess all students when and where possible. Do not hesitate to discuss any issues or problems with me.

QUANTITATIVE LITERACY

Students will develop quantitative literacy used by archaeologists. Specifically, students will

1. Use and interpret quantitative data generated through archaeological research and create original graphics and charts.
2. Engage in analysis such as interpreting archaeological excavations and research.

CRITICAL THINKING

Students will demonstrate the ability to think critically about archaeological-related topics, as well as the differences and similarities of cultures, societies, and their development. Specifically, students will:

- A) analyze and evaluate issues and debates within archaeology and relate the evidence for particular local practices or events to wider global forces and trends.
- B) demonstrate the ability to use the written record to inform and contextualize cultural remains and to synthesize information from disparate sources.
- C) evaluate the ways archaeological evidence complements or conflicts with historical records.
- D) analyze the ways heritage preservation is a political act that includes or excludes parts of the past to support a particular interpretation of the present.

COURSE STRUCTURE

This course meets twice a week [REDACTED] Class meetings will include in-class lectures, demonstrations, quizzes, exercises, and exams. Students will be asked to participate in class by sharing their ideas with the rest of the class in informal discussions. Class participation will be graded. Throughout the semester, I may assign readings or handouts not listed in this syllabus; such items will provide you with the opportunity to examine more specific subjects in archaeology than those outlined in the required texts.

ASSESSMENTS

Assessments for this course will include two in-class exams, a Final Exam, 12 in-class or take-home exercises, an written Article Review, and a final project and presentation with an e-portfolio component.

Exams: There will be two in-class exams, each of which is worth a maximum of 100 points and a third exam worth 200 points. Each exam will consist of multiple choice, true/false, and fill-in the blank questions depending on the amount of material covered, and a single extra credit essay question. The Final Exam will be inclusive of the text book and lecture material and will be worth 300 points..

In-Class Quizzes and Exercises: 12 quizzes or exercises (the two lowest scores will be dropped), which are designed to engage the student with specific topics and methods. Each quiz or exercise will be worth 20 points for a total of 200 points for the course. The quizzes will come from in-class discussions, lectures, and the text book.

Article Review: Each student will select an article from a professional publication and write a short (full three to five page, double-spaced) paper that: a) summarizes the main points of the article: b) offer some reflection in regards to the course material presented thus far. and c) respond to the article on how the author presented their argument and if they convinced you of their opinion or results. Each article will be worth 50 points.

Final Paper and Oral Presentation: Each student will produce a scholarly project paper based on several publications dealing with an archaeological discovery, excavation or other archaeological site (see attached description for more information). The paper will be graded on content (100 points) and grammar/punctuation (50 points) for a total of 150 points. At the conclusion of the course, each student will give an approximately 10 minute presentation of their paper to the class, which will be graded on a 100 point basis.

All students will also be graded on class participation and on in-class discussions, which will graded on a total of 100 points.

FINAL PROJECT PAPER

You will select a archaeological site. You will then construct a research design centered around the investigation of this site. A proper research design will include a historical context, methods for investigation, and a series of research questions to be answered. Project will be submitted on finals week (in hard copy only), and provide a 15-20 minute presentation on their site during the last class of instruction and during finals week class. Minimum of 8-10 pages of double-spaced text excluding figures. Papers are to be of professional quality and will follow style guidelines for the Society for American Archaeology found at: <https://www.saa.org/publications/american-antiquity>.

PROJECT GUIDELINES

The research design itself will have a series of main parts:

Site Name, Location, Map references. Who owns the property? Introduction. . .

Current Condition of the Site, ie What is there now? Is your project site being impacted negatively, is so, by what and how?

Why does this site matter for investigation? You will always be asked in any archaeological or other endeavor, why you feel this proposed work is necessary. How would you answer this? Sell me on it as if I am a granting institution. Use standard National Register criteria for this section, and I will provide links to the relevant web-sites and bulletins.

Historical Background: Give me info on the site itself, but also try to connect to broader roles of history and thought.

Research Questions: This is where you can let your creativity go. Why do you want to study this site? What are the important things this site has to say to you, and to the world? Research questions can extend from broad to site-specific (and from historical to archaeological).

Methods: Okay now you have told me about where the site is, what it is all about, and what questions you want to ask. Now tell me how you are going to answer these questions!! What archaeological/technological techniques are you going to employ. For example, my questions above were to be addressed by excavation, survey, pollen analysis, metal detector and pedestrian survey, and Neutron Activation Analysis. What are you going to need to do? You should all have a variety of options in your mind from this class' discussion of survey techniques, etc. etc. If you are going to excavate, how big of units are you going to do, how many units do you need to do, are you going to utilize remote sensing prior to fieldwork? If you are surveying, how many people surveying and at what intervals? How long are going to be working at the site? Tell me what you are going to do! You don't have to think within a constrained project budget, so just stay reasonable in money and technology, but think creatively. This is an opportunity to show us how much you have learned through this class, and other classes you have taken during your time at this school.

Summarize your paper for me, and make sure your points for the site significance is laid out plain here and make me as excited for this as possible.

Bibliography: List all books, articles, and materials cited or referenced. If you use someone else's ideas make sure to cite them. If you plagiarize, you will suffer, so make sure you keep it on the up and up. You are required to use a minimum of five peer-reviewed, scholarly articles or books as part of your paper.

Your report should consist of approximately a 8-10 page double spaced paper for this project. While it is longer than most of you have worked on before, it will fill up quickly. You may include some pictures or site map, but keep them to a minimum. The filling of space with figures versus text will not be allowed. Under Historical Background figures will not count towards space. If you have 4 pages consisting of 2 pages of text and 2 pages of figures/photographs, you only have 2 pages of the report. Students are encouraged to include maps, figures, and photographs.

Projects are due at the beginning of Week 14 in hard copy form only. During Week 16, you will given approximately 10 minutes to present your paper to the entire class. This is the culmination of your project, as this is almost like a sales pitch. Here you can present what you have found, why it is important, what you want to do,

how you are going to do it, and what you are going to do with it. One hundred-fifty of the points will come from the project paper itself, with the an additional 100 points based on your presentation.

If you have any questions or comments please let me know. If you get a draft of a certain part done, feel free to show it to me and I'll give you some feedback. I am here to assist you as much as I can throughout this course.

GRADmG POLICY

Course will be graded on a straight 1350 total point system, with NO curve. Final grades will be based upon the following average scores for the exams, writing assignment, and in-class exercises:

GRADES:	ASSIGNMENT POINTS:	
A 1350 -1215	ePortfolio	50 points
B 1214 -1080	Article Review Paper	50 points
C 1079 - 945	Course Project Paper - Context	100 points
D 944 - 810	Course Project Paper - Punctuation/Grammar	50 points
E Below 809	Oral Presentation	100 points
	Quizzes (10 pts. Each)*	200 points
	1st Exam*	100 points
	2nd Exam*	100 points
	3rd Exam*	200 points
	Final Exam	300 points
	Class Participation	100 points
<hr/>		
	TOTAL	1350 points

* Make-up exams will be given ONLY in cases of verified and unavoidable emergencies.

ADVANCED NOTICED is required when possible, if you are unable to take the scheduled exam or meet a deadline. Late make-up exams and quizzes, as well as missing deadlines may result in deducted points based on elapsed time.

ATTENDANCE

Attendance will be taken during each class and may be utilized to determine student's final grade. Students are responsible for arriving to class on time and thus, responsible for any information or announcements they may be missed by arriving late. Remember lecture material will be included on the exams and quizzes. Quizzes and Exams will begin 10 minutes after class begins. Any students arriving after that time while the quiz or exam is in progress may be required to schedule a make up exam time. Also, the in-class exercises require attendance to get full points. Since this course is live-lecture, there are no excuse absences. If a student is absent due to illness or other reason, they must get with another student to obtain any missed material. Students may discuss any missed material, quizzes, and exams with me and we will work an option to correct any issues or problems. I am here to assess all students when and where possible.

ePORTFOLIO:

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit the ePortfolio webpage.

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those sites. For Digication Tutorials, please go [here](#).

If you would like virtual or in-person help with your ePortfolio please sign up for an ePortfolio appointment [here](#).

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 so. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by drc@slcc.edu.

PLAGIARISM STATEMENT

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations. The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information: http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

RESPONSIBILITIES

In order to maintain a high-quality learning environment for this course, a few basic rules need to be followed:

- 1) Prolonged and/or loud in-class discussions between students must be avoided. This ensures that your fellow classmates will not be distracted as they take notes and participate in class discussions.
- 2) All cell phones and pagers must be placed on silent mode during class. Please allow your messaging system to take care of incoming calls. If you absolutely have to use your phone during class, simply get up and leave the room to place or receive a call.
- 3) Allow yourself plenty of time to arrive at the classroom before class sessions begin. Arriving late to class (especially after the first 5 or 10 minutes of the period) is disruptive, and should be avoided whenever possible.

- 4) If you arrive after a quiz or exam has commenced, you will not be allowed to take the test at that time. This rule is to accommodate the students who began the test on time and from having to wait unnecessarily for others to complete a late started test.

COURSE SCHEDULE

Week I: Course Introduction

Course Introduction: Discussion of Papers, Quizzes and Exams

Subj: Syllabus and What is Anthropology and what does it have to do with Archae010U? What is Archaeology?

: Chapter I

Exercise I

Week 2: African Origins

: Chapter 2 - Subj: Evolution and Human Origins

: Demonstration and Examination of Hominid Skulls Demonstration of Prehistoric Artifacts and Tool Making

Quiz I

Week 3 : Hominins

: Chapter 3 - Subj: Peopling the Landscape

: Chapter 3 - Subj: Hominin Dispersal Quiz 2

Week 4 : Rise of Humans

: Chapter 4 - Subj: Hominids to Humans

: Chapter 5 - Subj: Hunter-Gatherers to Farmers

Lecture: Transition from Bands to Chiefdoms

Quiz 3

Week 5 : Southwest Asia

: Chapter 6 - Subj: Neolithic and Urban Revolutions

Review for Exam I : Chapters 1-4

: Exam I : Chapters 1-4

Quiz 4

Week 6 : Southwest Asia - Foraging to States

: Chapter 7 - Subj: City to States

: Chapter 8 Subj: South Asia

Quiz 5

Week 7 : East Asia

: Chapter 9 - Subj: Hunter-Gatherers

: Chapter 9 - Subj. Regionalization

Quiz 6

Week 8 : East Asia - Cities to States

: Chapter 10 - Subj: Rise of Cities

Review for Exam 1: Chapters 1-8

Week 9:

: Exam 1: Chapters 1-8

:Quiz 7

Week 10: East Asia - Cities to States

: Chapter 10 - Cont'd)

: Chapter II - Subj: Australia and the Pacific Islands Quiz 8

Week 11: Europe

: Chapter II - Subj: Seaborne Trade

: Presentation - Historic Artifacts: Identification and Dating Quiz 9

Week 12: Europe and Africa

: Chapter 12 - Subj: Europe - Hunter-Gatherers to States

: Chapter 13 - Subj: Africa - Hunter-Gatherers to States Quiz 10

Week 13: North America

: Review for Exam 3 - Chapters 1-12

Chapter 14 - Subj: Early North America

: Exam 3 - Chapters 1-12 Quiz I I

Week 14: North America

: Project Papers and Article Reports - Due

Chapter 14 - Subj: Early North America (Cont'd)

: Chapter 15 - Subj: North America Quiz 12

Week 15: Mesoamerica and South America

: Chapter 16 - Subj: Mesoamerica

Thursday. Chapter 17 - Subj. South America

Week 16: Human Past: Current Horizons

: Oral Presentations

Chapter 18: Human Past

: Review for Final Exam - Chapters I - 18: All Readings and Lectures

Week 17: Final Exam

TITLE IX INFORMATION: 20 U.S.C.A. Section 1681 TITLE IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

(801) 957-5027

Online Reporting Form: <http://www.slcc.edu/title-ix/complaint.aspx> (Links to an external site.)

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268. For more information about Title IX, go to: <http://www.slcc.edu/title-ix/index.aspx> (Links to an external site.)

Online Reporting Form- <http://www.slcc.edu/eo/title-ix.comaint.aspx>

Salt Lake Community College has a strong prohibition against RETALIATION! The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

REFLECTION QUESTION

At the conclusion of your project, reflect on How this project contributes to our body of knowledge and how it contributes to our understanding both the past and present.