

Anthropology (ANTH) 1030-001

Time: T/H 9:10 AM–10:30 AM

Location: Stewart (Bldg. 6), Room 104

Instructor: Dr. Brian Coddling

Office: William Stewart, Bldg. 6, Rm. 118a

Email: brian.coddling@anthro.utah.edu

Office Hours: T/H 11:00 AM–12:00 PM,
or by appointment

Teaching Assistant: Ashley Parker

Office: William Stewart, Bldg. 6, Rm. 111

Email: Ashley.Parker@utah.edu

Office Hours: T 2:00–3:00 PM,
or by appointment

Course Description:

Introduction to the 2.5+ million year archaeological record of human prehistory. This course is a broad introduction to the story of humanity prior to the advent of writing. Because we have no written documents to account for many critical moments in our past, understanding human prehistory requires the discipline of archaeology to reconstruct past human behavior from the material remains our ancestors left behind. The course is divided into four parts designed to explain four key-stone moments in human prehistory: how we 1) evolved, 2) colonized the planet, 3) domesticated wild resources, and 4) organized into state-level societies. Emphasis is placed on archaeological method and theory, human-environment interactions, scientific reasoning, and hypothesis testing. Assignments are designed to sharpen student's academic writing and critical thinking skills.

Prerequisites: None.

Course Objectives:

This course provides students with the background needed to *outline* the key moments in human prehistory, the theoretical tools required to *explain* why these events happened, and the necessary skills to *evaluate and synthesize* scientific hypotheses about our past using empirical data.

Teaching and Learning Methods:

This course combines dynamic multi-media lectures with problem-based discussions and reviews. Lectures highlight key material and reinforce content from assigned reading. Varied audio-visual and interactive components provide learning opportunities across different educational formats.

Readings:

Fagan, Brian M. and Nadia Durrani (2014) *People of the Earth: An Introduction to World Prehistory* (14th Edition). Pearson, New Jersey.

This is the core text for the course. It is available for purchase at the bookstore or through on-line retailers. It is also available on reserve at Marriott Library. Reading assignments should be read *before* coming to class for the day they are assigned on the schedule.

Office Hours:

The instructor and teaching assistant are available during office hours (see above) or by appointment. Note that office hours should be considered a core part of university education—not only a last resort called upon when struggling with material. Questions are also welcome via Canvas/email.

Evaluation Methods and Criteria:

Students will be evaluated based on four short essays (10% each) and four mid-term examinations (15% each). Letter grades will be assigned based on the cumulative percentage earned in the course (e.g., 100–93% = A, 93–90% = A-, 89–87% = B+, 87–83% = B, etc.).

Assignment	Week(s)	Due/Exam Date	Percent of Total Grade
Short Essay 1	3–4	Sep 14	10
Midterm 1	5	Sep 19	15
Short Essay 2	8–9	Oct 24	10
Midterm 2	9	Oct 26	15
Short Essay 3	12–13	Nov 14	10
Midterm 3	14	Nov 21	15
Short Essay 4	15–16	Dec 7	10
Midterm 4	Finals	Dec 14	15

Short Essays: All students are required to write four short essays (each worth 10% of final grade) in response to a prompt that outlines an archaeological research problem. In the first two essays, students will be able to answer the prompt using content provided by the textbook and lectures. For the second two essays, students will be required to undertake outside research. Instructions and prompts will be provided one week before the due date. Essays should be between 500–1000 words (about 2-4 double spaced pages if 12 point font). Each essay should follow a basic thesis structure, ideally including an introductory paragraph that outlines the main thesis, several paragraphs in the main body that detail evidence supporting the thesis, and a final concluding paragraph that succinctly summarizes the arguments and brings the essay to a close. For those new to academic writing, the Harvard Writing Center provides some useful resources: writingcenter.fas.harvard.edu/pages/strategies-essay-writing. Also, students may consider contacting the University of Utah Writing Center (writingcenter.utah.edu) to have draft essays reviewed in person, or on-line via eTutoring (writingcenter.utah.edu/undergraduate-services/e-tutoring). Those who provide proof of review from the Writing Center will receive one extra point. Students will submit essays (and proof of review) on Canvas.

Midterm Exams: All students are required to take four midterm examinations (each worth 15% of final grade). Exams consist of 15–30 multiple choice questions. Students will be given between 20–60 minutes (depending on the number of questions, approximately 1.5 minutes per question) to complete each exam (unless if necessary arrangements are made through Center for Disability Services). In-class and on-line students are given the option of taking the exam in-class or on-line through Canvas. Students will receive a study guide about one week prior to each exam that will list all of the key terms and concepts potentially covered. All exams will be ‘open book’/ ‘open note’, meaning that students will be allowed to confer with their notes and assigned readings during the exam. Basic material may be cumulative, but topics covered most recently will be emphasized.

N.B. Students without a valid excuse will receive a zero on late essays or missed exams. If students anticipate an issue, they should contact the instructor or TA well in advance of the due/exam date.

Course Schedule:

Week 1: Introduction to World Prehistory
Tuesday, Aug 22: Introduction
Thursday, Aug 24: Archaeology and Prehistory
Reading: Fagan and Durrani, Ch. 1

Part I: Human Evolution

Week 2: Human Origins
Tuesday, Aug 29: The Australopiths
Reading: Fagan and Durrani, Ch. 2:23–41
Thursday, Aug 31: The Genus *Homo*
Reading: Fagan and Durrani, Ch. 2:42–59

Week 3: Archaic Humans
Tuesday, Sep 5: *Homo ergaster* & *erectus*
Reading: Fagan and Durrani, Ch. 3:60–82
Short Essay 1: Human Origins (due Sep 14)
Thursday, Sep 7: The Neanderthals
Reading: Fagan and Durrani, Ch. 3:82–92

Week 4: Modern Human Origins
Tuesday, Sep 12: Modern Humans
Reading: Fagan and Durrani, Ch. 4:94–108
Thursday, Sep 14: Review

Week 5: Modern Humans...Out of Africa
Tuesday, Sep 19: *EXAM 1*

Part II: The Great Human Diaspora

Thursday, Sep 21: Out of Africa to Sahul
Reading: Fagan and Durrani, Ch. 4:108–118

Week 6: Occupying Europe and Eurasia
Tuesday, Sep 26: Pleistocene Europe
Reading: Fagan and Durrani, Ch. 5:120–128
Thursday, Sep 28: Paleolithic Europe
Reading: Fagan and Durrani, Ch. 5:128–143

Week 7: The New World
Tuesday, Oct 3: The First Americans
Reading: Fagan and Durrani, Ch. 6:144–158
Thursday, Oct 5: Holocene Hunter-Gatherers
Reading: Fagan and Durrani, Ch. 6:158–167

Week 8: Fall Break (No Class) Oct 8–15

Week 9: Complexity and Colonization
Tuesday, Oct 17: Intensive Hunter-Gatherers
Short Essay 2: Intensive Foraging (due Oct 24)
Reading: Fagan and Durrani, Ch. 7:169–186
Thursday, Oct 19: Lapita on the Final Frontier
Reading: Fagan and Durrani, Ch. 12:254–261

Week 10: Peopling the Planet
Tuesday, Oct 24: Review
Thursday, Oct 26: *EXAM 2*

Part III: Domestication and Food Production

Week 11: The Origins of Agriculture
Tuesday, Oct 31: Agricultural Origins
Reading: Fagan and Durrani, Ch. 8:188–205
Thursday, Nov 2: Southwest Asia
Reading: Fagan and Durrani, Ch. 9:206–218

Week 12: Old and New World Neolithic
Tuesday, Nov 7: First Farmers of Europe
Reading: Fagan and Durrani, Ch. 10:219–233
Short Essay 3: SW Maize Ag (due Nov 14)
Thursday, Nov 9: The Story of Maize
Reading: Fagan and Durrani, Ch. 13:262–270

Week 13: Farmers in the New World
Tuesday, Nov 14: Maize on the Move
Reading: Fagan and Durrani, Ch. 13:271–286
Thursday, Nov 16: Review

Week 14: Exam 3 & THANKSGIVING!
Tuesday, Nov 21: *EXAM 3*
Thursday, Nov 23: No Class - Thanksgiving!

Part IV: Civilization & The State

Week 15: The State
Tuesday, Nov 28: Development of the State
Reading: Fagan and Durrani, Ch. 14:292–309
Short Essay 4: Civilizations (due Dec 7)
Tuesday, Nov 30: The Old World: Mesopotamia
Reading: Fagan and Durrani, Ch. 15:310–325

Week 16: Civilization in the New World
Tuesday, Dec 5: The New World: Mesoamerica
Reading: Fagan and Durrani, Ch. 21:416–448
Thursday, Dec 7: Review

Finals Week: *EXAM 4*
Thurs., December 14, 2017 @ 8:00 am

Department and University Regulations

ADA Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness (www.wellness.utah.edu; 801-581-7776).

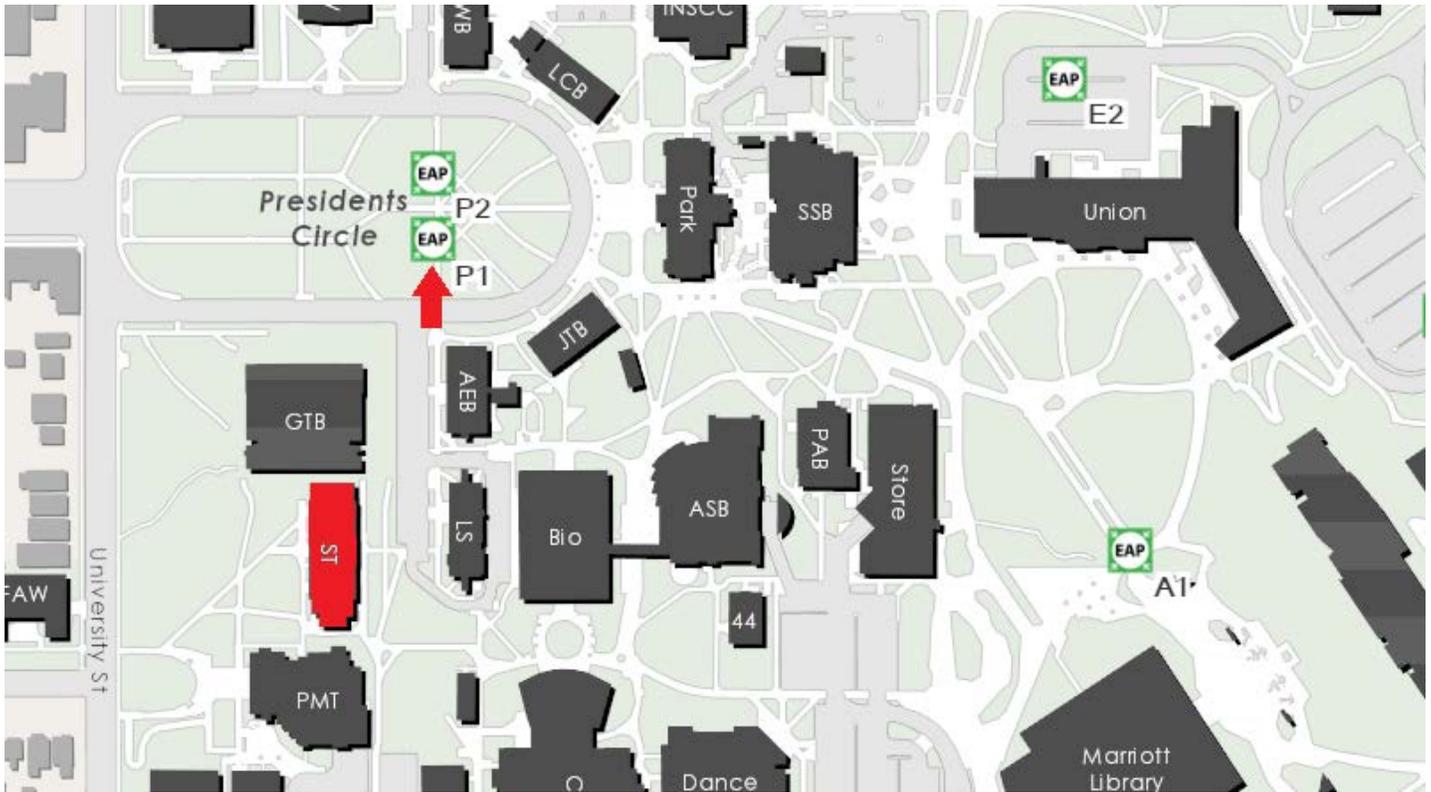
Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (<http://regulations.utah.edu/academics/6-400.php>). Students have specific rights in the classroom as detailed in §II of the Code. The Code also specifies standards of behavior (§III) and academic conduct (§V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (§VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If student's have a problem with a course, it must be dealt with immediately. It is the student's responsibility to contact instructors and submit necessary forms. If students delay, there may be nothing that the Department or University can do.

Repeating a Course: Any course taken at the University may be repeated. If you wish to attend a class again, you must register for it and pay tuition for that semester. Note that some courses may be taught infrequently or discontinued.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.