

Introduction to World Archaeology—ANTH 105

FALL 2016

Course Description

Archaeology is the scientific study of human past through the analysis of excavated material remains. Modern archaeologists are scientists who probe the long journey of our species from the earliest human ancestors, who roamed the African savannah 5 million years ago, to empires of historical periods. This course has two major foci:

- 1) A survey of archaeological theories, methods, and practice gives you a sense of how archaeologists operate, and which techniques and methodologies they employ to study human past. The emphasis is placed on how data are recovered, analyzed, interpreted, and presented in addressing major anthropological and archaeological topics.
- 2) A survey highlights major events in human prehistory. The course is organized around three major topics:
 1. Evolution of humans and origins of modern human behavior,
 2. Origins of agricultural lifeways,
 3. Origins and development of complex and state-level societies.

Case studies from a wide spatial and temporal context are provided to epitomize various debates and methodological approaches used by archaeologists to probe these major topics. Various activities and lab sections provide you with an opportunity for hands-on experience. The course enables you to critically evaluate a variety of (re)constructions of the past and, for those who would be willing to pursue further in this route, provide a solid foundation for becoming an archaeologist.

Learning Objectives and Outcomes

University Undergraduate Learning Outcomes (UULO):

1. **Intellectual Breadth and Life-Long Learning** - Integrate differing perspectives of the natural sciences, social sciences, humanities and fine arts, and develop skills and desire for life-long learning.
2. **Inquiry and Critical Thinking** - Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.
3. **Communication** - Communicate effectively in written, spoken, visual, and digital modes.
4. **Global/Multicultural** - Develop knowledge of global and multicultural societies and an awareness of one's place in and effect on them.
5. **Citizenship and Ethics** - Participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in one's personal and professional life.

ANTHRO 105 Learning Outcomes:

You will have succeeded in this course when you are able to:

1. Identify and be able to discuss general tenets of archaeological method and theory introduced in the course material (UULO 1 and 2).
2. Identify and discuss cross-cultural regularities, patterning, generalities, and particularities in the formation of civilizations (UULO 2).
3. Communicate (speak and write) clearly and effectively in all assignments and exams, indicating good preparation and organization (UULO 3).
4. Respond to diverse perspectives pertaining to archaeology's social roles in bridging the past and today's world (UULO 4).
5. Recognize biases in the constructions about the past and to critically and creatively assess the ways archaeological knowledge is generated (UULO 5).

Expectations and Conduct

- Read the assigned material *before* each lecture, so that you can follow and participate in class discussion.
- Attend all classes. There will be—as there has always been—an indisputable correlation between good grades and good attendance for this class, as not all of the exam material will not from the textbook.
- Attending this course after the first session signifies agreement to appropriate, respectful conduct toward fellow

students and the instructor.

- Arrive on time, do not interrupt lectures (e.g. do not chat with fellow student(s) in class or your online friend(s) on the web or Facebook!), turn off your cell phones, please!

Course Requirements and Grade Breakdown

No background in archaeology is required in this course. Students are expected to attend all lectures and lab sections and to complete assigned reading beforehand. The breakdown of the final course grade is as follows:

<i>Indiana Jones</i> Assignment (TBA)	10%
V-Logs (4 entries 7.5 pts each; turn in the following lecture)	30%
Midterm exam (Wednesday, October 12; in class regular hours)	30%
<u>Final exam (Monday, December 12; in class between 10:10 AM and 12:10 PM)</u>	<u>30%</u>
Total	100%

Grades are assigned on the following scale:

100-95% A	94-90% A-	89-87% B+	86-83% B	82-80% B-	79-77% C+
76-73% C	72-70% C-	69-67% D+	66-63% D	62-60% D-	<59% F

V-Logs (Video entries): Write a one- or two-page entry (12 pts Times New Roman; double-spaced) for each video shown in class. Write four paragraphs addressing (1) what is the video about, (2) what is the spatial context—whereabouts, (3) what is the temporal context—the sequence of events chronologically, and (4) what is the significance of the content? Make sure to take notes as you watch the video in class.

Required Text

The following required text will be used extensively throughout the course and is available for purchase at the UNLV Book Store, Rebel Books:

- Olszewski, D.I. 2016. *Archaeology and Humanity's Story. A Brief Introduction to World Prehistory.* Oxford University Press.

Course Late Policy

Please turn your assignments in timely, as late assignments will **NOT** be accepted and extensions will only be given should you DOCUMENT a reason such as illness or loss in the family. The instructor reserves the right to reject requests.

Schedule: Please note that I reserve the right to make and announce changes to the course syllabus.

Week	Date	Lecture / Video/Lab/Assignment/Exam	Readings
1	M 8/29	Outline of the course, syllabus, readings, assignments, & grading	PART 1: Chapter 1
	W 8/31	Why do we do archaeology? A brief history of archaeology	
2	M 9/5	LABOR DAY RECESS. NO CLASS	PART 1: Chapter 1
	W 9/7	Fundamentals of archaeology: methods	
3	M 9/12	Human evolution: our earliest ancestors	PART 2: Chapters 2&3
	W 9/14	Human evolution: becoming human	
4	M 9/19	Human evolution: out of Africa	PART 2: Chapter 4
	W 9/21	Human evolution: emergence of modern humans	
5	M 9/26	Video 1: Human Evolution	PART 2: Chapter 4
	W 9/28	Spread of last hunter-gatherers: a prelude to modern world	
6	M 10/3	Origins of the food that we eat 1	PART 2: Chapter 5
	W 10/5	Origins of the food that we eat 2	
7	M 10/10	First farmers and their villages	PART 2: Chapter 5
	W 10/12	MIDTERM EXAMINATION	
8	M 10/17	TBA--PRESIDENTIAL DEBATE	NO READING
	W 10/19	TBA--PRESIDENTIAL DEBATE	
9	M 10/24	Video 2: Origins of Civilization	ADDITIONAL READING
	W 10/26	Theories of city, state, and civilization	
10	M 10/31	Writing and monumental architecture in early states	PART 4: Chapter 8
	W 11/2	The rise of urbanism and social control in Southwest Asia	
11	M 11/7	Mesopotamian states and their economies	PART 4: Chapter 9
	W 11/9	The evolution of early Egyptian state	
12	M 11/14	Egyptian Pharaohs and unification of the Egyptian State	PART 4: Chapter 9
	W 11/16	Video 3: Quest for Immortality	
13	M 11/21	The enigmatic Indus Civilization	PART 4: Chapters 10&11
	W 11/23	The origins of Chinese civilization	
14	M 11/28	The rise of urbanism in Mesoamerica	PART 4: Chapter 12
	W 11/30	The theatre state: Maya	
15	M 12/5	Video 4: The Blood of Kings	PART 5: Chapter 15
	W 12/7	Complex societies in perspective	
M 12/12		FINAL EXAM (in class between 10:10 AM and 12:10 PM)	

University Memos:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9,

2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The

student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library: Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

UNLV Covert Video Surveillance and Audio-Taping Policy

There have been cases where students have videoed faculty lectures without the faculty member's consent or knowledge and some students have posted the videos to youtube.com. The Nevada System of Higher Education (NSHE) Board's policy is clear that such covert videoing is prohibited (Title 4, Chapter 1, Section 21): *The use of covert video surveillance for anything other than a criminal investigation on the campuses of the Nevada System of Higher Education is prohibited. If in a criminal investigation, such video surveillance is used, it must be approved by the President or the President's designee. This policy shall not interfere with the legitimate use of videotaping for academic purposes. In addition, under state law NRS 200.650, it is illegal to record a private conversation unless authorized by one of the parties to the conversation. A student who surreptitiously audio-records a lecture may be in violation of this law.*