Anthropology 150: Fall 2017
WORLD ARCHAEOLOGY

Professor: Dr. Daphne Gallagher
Email: daphne@uoregon.edu
Office: Condon Hall 253

Lecture: Monday, Wednesday, 12:00-1:20 pm
Lecture Location: 123 Global Scholars Hall
Section Location: 204 Condon Hall

Graduate Employees:
Philippa Jorissen, pjorisse@uoregon.edu, Office Hours: Condon Hall 365, Wednesday 11:00-12:00, or by appointment
Sophie Miller, smiller3@uoregon.edu, Office Hours: Condon Hall 365, Friday 14:00-15:00, or by appointment.

Course Description: This course is an introduction to archaeology and the study of world prehistory. The primary objectives of archaeology are to 1) study cultural history, 2) reconstruct past human lifeways, 3) explore prehistoric human behavioral variability, and 4) explain the cultural developments evident in the archaeological record. The course covers the fundamental principles of archaeology and provides an overview of human prehistory from the earliest times up to the development of literate civilizations. The approach will be problem oriented as we will explore key archaeological questions under debate. What were early hunter-gatherer lifeways like? Why did humans in certain parts of the world adopt agriculture? What were the first cities like and why did they develop? What ultimately lead to the development of complex "state-level" societies? Explaining why cultural developments occurred is often hotly debated among archaeologists and different perspectives will be explored critically throughout this course.

Learning Objectives: After successful completion of this course, students will be able to:
• Outline the major processes involved in the spread and cultural diversification of modern humans, including the peopling of the world, origins of agriculture, and origins of cities and states
• Explain the significance of archaeological sites and sequences from a variety of times and places
• Describe the types of material remains archaeologists use to reconstruct the past, and identify specific examples
• Evaluate the evidence used to support competing interpretations of the archaeological record

Inclusion Statement
The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

Accommodations
The University of Oregon is working to create inclusive learning environments. Please notify myself and your GE if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.


**Academic Integrity**
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

**Course Readings**
There is no textbook for this course. All readings are available as PDF files through the course canvas site. Readings are divided into two categories: Syntheses draw together large bodies of data into readable narratives and include textbook chapters, articles from popular science magazines, etc. Research articles present new archaeological data for a professional audience and have been published in peer-reviewed scientific journals. They address more specific questions and are written using more technical language. You are also asked to look at websites that offer immersive virtual tours of archaeological sites and three-dimensional models of artifacts. As a result, you may need a recent web browser to view them.

**Course Requirements**
Your final grade for this course will be based on the following:
- Exams (2 x 33%, your two highest of the three exam scores are included in your grade)
- Museum Assignment (12%)
- Lecture Reinforcements through Canvas (14 x 1%, seventeen will be offered and your lowest three scores dropped)
- Attendance and Participation in Discussion Section (8%)

Exams will consist of a combination of question types that may include multiple choice, true-false, matching, short answer, and short essay questions. Review sheets with key topics will be available weekly through the course canvas site, and the discussion section before each exam will include some time for review. Since your lowest exam score will be dropped, no make-up exams or early final exams will be offered. Please contact your GE regarding problems prior to the exam.

**Museum Assignment**: The museum assignment is based around the exhibits at the Museum of Natural and Cultural History on campus. Through this assignment, you will have the opportunity to explore the cultural heritage of Oregon in greater depth, including how Oregon’s native peoples lived in the environments of our state, how their societies changed through time, and the importance of this heritage to diverse modern Oregonians. The assignment will consist of a series of sentence and paragraph answer questions. The assignment will need to be completed over a one week period (Tuesday November 14 - Sunday November 19). During this time, the assignment will be available from the front desk of the Museum of Natural and Cultural History, which is open from 11:00 am – 5:00 pm. You will need to complete the assignment while at the museum, and turn it in to the front desk. We anticipate that it will take you one-two hours to complete the assignment. If you have a schedule conflict such that you cannot visit the museum during this window, you must notify your GE by section Week 5 (October 24/26) to make alternate arrangements. Following November 19, you may obtain a copy of the assignment from your GE and complete it with a 25% penalty until the last day of section (November 28/30).
Lecture Reinforcements: Lecture reinforcements are daily graded assignments designed to track your engagement with the lecture material. Lecture reinforcements must be completed through canvas and consist of three-five questions drawn from topics covered in lecture (and in most cases reinforced through assigned readings). Lecture reinforcements are open book and open note; while you may choose to work collaboratively with other students enrolled in the class this term, each student must submit their own answers. Lecture reinforcements become available ca. 40 minutes after lecture, and while you have two days to take the reinforcement (2:00 pm Monday to 11:30 am Wednesday; 2:00 pm Wednesday to 5:00pm Friday) you will only have 30 minutes to complete the reinforcement once you begin the assignment.

A lecture reinforcement will be assigned for each of the seventeen lecture classes, although only your fourteen highest grades will be counted (you do not need to complete the assignment to drop the score). For this reason you may not make up a missed lecture reinforcement.

If you have problems accessing the lecture reinforcements through canvas, please contact the resources on this site http://blogs.uoregon.edu/canvas/support/. In most cases myself and your GE will not be able to assist you with technical problems. Please make myself or your GE aware of problems that could affect your lecture reinforcement grade during the window in which the lecture reinforcement is available. **We cannot re-open lecture reinforcements after they have closed.**

Discussion Section Attendance and Participation: There are nine discussion section meetings this term, and for full credit you must attend and participate in eight of them. Attendance requires arriving on time and staying through the end of the section meeting. Participation requires engagement in section activities.

**Grading**
I do not anticipate a curve for this class. Grades are rounded to the nearest tenth, and the grading scale to be used is as follows:

- **A+** = 97.5-100%
- **A** = 92.5-97.4%
- **A-** = 90-92.4%
- **B+** = 87.5-89.9%
- **B** = 82.5-87.4%
- **B-** = 80-82.4%
- **C+** = 77.5-79.9%
- **C** = 72.5-77.4%
- **C-** = 70-72.4%
- **D+** = 67.5-69.9%
- **D** = 62.5-67.4%
- **D-** = 60-62.4%
- **F** = 59.9% or below

If the class is taken P/NP, a C- or higher is required to pass the course.

**Expected levels of performance:**
- **A+** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
- **A** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- **B** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- **C** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
- **D** Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- **F** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
Office Hours and Email
Your primary contact for the logistics and content of this course is your GE. Please work with them in discussion section, office hours, and via email. I am happy to answer questions and talk with each of you more generally about archaeology, although I prefer to do so in person during my office hours. If you do email me, please put Anth150 in the first part of the subject line.

Class Etiquette and Computer Use
In a class of this size, it is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, playing games on handheld devices, etc.) affect the learning experience of everyone in the room. Please be prepared to turn your cell phone and other electronic gadgets off and sit through the entire lecture. Laptop computers and tablets can be very distracting for students around you. For this reason, they may only be used in the first or last row of lecture and only for taking course notes. If the professor or GE feels that you are disruptive to your fellow students’ learning experience by violating classroom etiquette or computer use policies or other behavior, you may be asked to leave the room.

CLASS TOPICS AND READINGS

WEEK 1

September 25: Introduction
September 27: Neanderthals and the World of Early Modern Humans
Discussion: Introduction and Basic Concepts

WEEK 2

October 2: Modern Humans and the Origins of Culture
October 4: Peopling of the World
Discussion: What Makes Us Human?

WEEK 3

October 9: Prehistoric Hunter-Gatherers
October 11: Archaeology of the Pacific Northwest
Discussion: Exam 1 Review

WEEK 4

October 16: EXAM 1
October 18: Domestication and Agriculture I: Principles and Concepts
Discussion: Archaeology of Food

WEEK 5

October 23: Domestication and Agriculture II: Case Studies
October 25: Recognizing Inequality (Çatalhöyük, Great Zimbabwe, Chaco Canyon)
Discussion: Archaeology and Indigenous Peoples
WEEK 6
October 30: The Origins of Inequality (Kirikongo, West Africa)
November 1: Religion and Ritual in Non-State Societies (Göbekli Tepe; Rapa Nui; Stonehenge)
Discussion: Exam 2 Review

WEEK 7
November 6: EXAM 2
November 8: Bureaucracy in Early States (Mesopotamia; Indus)
Discussion: Materials and Meanings
**Section meets in the Jordan Schnitzer Museum of Art**

WEEK 8
November 13: Kingship and Death (Ancient Egypt; Qin Dynasty China)
November 15: Landscapes of Power (Inca and Roman Empires)
Discussion: Ancient Writing Systems

WEEK 9
November 20: “Lost” Cities (Troy, Minoans, Amazon, Teotihuacan)
November 22: No Class (Thanksgiving)
Discussion: No Class (Thanksgiving)

WEEK 10
November 27: Collapse (Maya)
November 29: Timeline
Discussion: Exam 3 Review

*****EXAM 3: MONDAY DECEMBER 4, 10:15-12:15 *****