

ANTHROPOLOGY 2302: PEOPLE OF THE EARTH

SMU – January 2020

Course Information:

Term: January 2020

Classroom: Fondren 0155

Lectures: MTWThF 9am-12pm & 1pm-4pm

Credits: 3

Instructor:

Professor: Dawn M. Crawford

Office: Heroy Hall 429

Email: dcrawford@smu.edu

Office Hours: by email or appointment

UC Requirement Summary:

UC2012 and UC2016: **Foundation/Ways of Knowing**

UC2012: **Pillars/Historical Contexts (Level 1)**

UC2016: **Breadth/Historical Contexts**

UC2012 and UC2016: **Proficiencies & Experiences/Human Diversity**

Course Description

This course is an overview of human prehistory from early hominids through the development of complexity and statehood. Students will utilize the archaeological record to trace human origins and behaviors across the globe. They will follow human development from the origins of the human species and their ancestors, through early hunter-gatherers and into the rise of agriculture, complexity, and political systems. Students will also gain a better understanding of what anthropology, biological anthropology, and archaeology are through the application of concepts and in-depth discussion of case studies.

Course Learning Objectives

The main objective of this course is to familiarize students with evidence related to human variation in societies past and present. Furthermore, students will become familiar with anthropological and archaeological method and theory, as well as anthropological writing.

General objectives include:

- To see ourselves in the context of human societies worldwide, both past and present;
- To appreciate the diversity of adaptations globally and throughout human prehistory;
- To gain the ability to evaluate media coverage of prehistory.

Specific learning objectives include the following:

1. To demonstrate comprehension of the chronology, terminology, and basic theories related to several topics in world prehistory, including human evolution, the spread of human populations across the globe, the origins of agriculture, and the development of complex societies and states.
2. To describe how archaeologists and biological anthropologists study the past.
3. To define key terms employed by anthropologists to analyze, reconstruct, and describe prehistory and recognize key archaeological sites and regions.
4. To be able to explain basic theories for understanding past human behavior, cognition, or socio-cultural organization.
5. To be able to identify the main events, actors, and evidence involved in understanding human biological and cultural evolution over the last six million years.
6. To be able to summarize in their own prose the major changes that took place in human prehistory.
7. To be able to evaluate how biological anthropology and archaeology use fossil, archaeological, and genetic evidence to reconstruct the past.

Learning objectives will be evaluated through in-class examinations, a writing assignment, and exercises.

University Curriculum Student Learning Outcomes:

This course fulfills the Ways of Knowing Foundation; Historical Contexts Pillar (Level 1); and Human Diversity Proficiency for the University Curriculum.

For Ways of Knowing Foundation: Students will be able to understand multiple approaches whereby different disciplines define, acquire and create knowledge, including the ethical considerations involved.

1. Students will be able to demonstrate a knowledge of more than one disciplinary practice.
2. Students will be able to explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic.

For Historical Contexts Pillar:

Students will be able to understand societies in the contemporary world and the forces that have shaped them.

1. They will also be able to identify and analyze problems, events, and documents or artifacts from the past and know how to situate them in their appropriate social, political, economic, and cultural contexts.
2. Students will be able to identify the main events, actors, and evidence involved in a defined historical period. Students will be able to summarize in their own prose the major changes that took place over time in a defined historical period.

For Human Diversity Proficiency: This requirement challenges students to explore in a reflective way basic issues related to race, ethnicity, gender, or societies in the developing world.

1. With respect to issues related to race, ethnicity, gender or societies in the developing world, students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

Required Text:

Price, T. Doug & Feinman, Gary. 2013. *Images of the Past*. Seventh edition. McGraw Hill. New York.

Course Format and Requirements

Grading:	Points	Percent
Group Exercises (total)	100	20%
In-Class Presentation	100	20%
Exam 1	100	20%
Exam 2	100	20%
Exam 3	100	20%
Total	500	100%

Group Exercises (20% total):

Group exercises help break up the class and give you hands-on experience with archaeological and cultural materials. These projects will require in-class group-based research and presentation. Groups will conduct activities related to the material assigned for that day. Participation will be assessed through quantity and quality of individual contribution and involvement.

In-Class Presentation (20%):

There will be one presentation where you will ask and answer a series of questions about issues raised in a popular news story about prehistory, specifically the way this story creates public perceptions of archaeology and biological anthropology. The questions will require you to apply what you have learned in class in the analysis. A list of news stories and detailed instructions for the assignment will be available on Canvas.

Exams (20% each):

There will be three exams for the course. Each exam will only cover its third of the material, i.e. exams are not cumulative. Exams will consist of multiple choice, true/false, matching, short answer, and one long answer. The exams will be open book (with pre-approved printed/physical notes) but use of the internet or fellow students will not be permitted.

Course Policies

Attendance

Because of the intensive nature of this course, attendance to every class is mandatory and students are expected to be present for all classes and prepared to discuss topics, readings, and films. Students more than fifteen minutes late to class will be docked points from their final grade.

Excused absences will be given for the observance of religious holidays, participation in University extracurricular activities, documented cases of extreme illness, or documented personal emergencies. In cases of religious holidays and extracurricular activities, I must be provided with notification before classes begin.

***Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Please be on time and respectful to your fellow students. If you miss a lecture, you are still responsible for the material that was covered, so I encourage you to obtain lecture notes from other students.

Incompletes and Withdrawals:

A grade of 'I' is given only in cases of documented emergency or special circumstances late in the semester, provided that you have been making satisfactory progress. Students are responsible for knowing the deadline for withdrawing from the course without grade penalty.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement (See University Policy No. 2.4).

University Honor Code:

In *all* work for the class you are expected to follow the SMU Honor Code. The Honor Code states, "Students and faculty members must mutually share the knowledge that any dishonest practices permitted will make it more difficult for the honest student to be evaluated and graded

fairly and will damage the integrity of the whole University.” If you have any questions about what that means, see:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Acts of academic dishonesty, cheating, and plagiarism will **not** be tolerated under any circumstances. Students who violate the SMU Honor Code will be subject to immediate disciplinary penalties including the submission of a Faculty Disposition form to the Honor Council, failure of the assignment, possible failure of the course, and/or dismissal from the University.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings etc., which belong to another (even if you have the permission of that person). If you have any questions about how to properly use source material, especially from the web, I strongly encourage you to consult *Writing with internet sources*, produced by Harvard’s Expository Writing Program or Gordon Harvey’s (2008) *Writing with sources: a guide for students*:
http://isites.harvard.edu/fs/docs/icb.topic244006.files/writing_with_internet_sources.pdf
<http://isites.harvard.edu/fs/docs/icb.topic624846.files/WritingSourcesHarvard.pdf>

Cell Phone Policy

I realize that this course requires a large amount of time for a short number of days, I just ask that you do not have your cell phone out or be online looking at non-course related things during class. I reserve the right to take away your phone for the remainder of the class if you do not adhere to this policy. If you are being disruptive, I also reserve the right to ask you to leave after 1 warning.

Grading and Re-Grading Policy

Because this course takes place over a short period of time, I am required to grade things quickly and input the final grades quickly. If you are unhappy about a grade you have 48 hours after you’ve received that grade to discuss it with me, after 48 hours the grade is final. You may discuss grading criteria with me and ask how to improve your grade but attempts to haggle over a grade will not be permitted.

Suggestions for doing well in this course:

- 1) Learn *more* than what is covered in lectures and assignments.
- 2) Show a genuine enthusiasm about [at least some of] the course material.
- 3) Ask a good question in class every once in a while.
- 4) Come up after class and ask more about something that interested you.

If you are struggling in the course, talk to me ASAP. Do not wait until the end of the term for help. By then, it is too late. If you do not do as well as you would like on your assignments, come talk to me immediately so we can figure out how you can improve your performance in the course.

COURSE SCHEDULE

Class	Topics	Assignments & Readings
Day 1 Monday 6 January	What is archaeology? Human Evolution <i>Homo sapiens</i>	Chapters 1 & 2 Group Exercise #1 (in-class) Group Exercise #2 (in-class)
Day 2 Tuesday 7 January	Behaviorally modern humans Ice Age Migrations Exam 1	Chapter 3 Group Exercise #3 (in-class)
Day 3 Wednesday 8 January	Early Villages and Cities Mesopotamia Egypt	Chapters 4 & 8 Group Exercise #4 (in-class)
Day 4 Thursday 9 January	South Asia East Asia Exam 2	Group Exercise #5 (in-class)
Day 5 Friday 10 January	Africa Europe	Chapter 9 Group Exercise #6 (in-class)
Monday 13 January No class	NO CLASS READING DAY	READING DAY Catch up on reading and work on final presentations
Day 6 Tuesday 14 January	Mesoamerica Pacific Islands	Chapter 6 Group Exercise #7 (in-class)
Day 7 Wednesday 15 January	North America South America	Chapters 5 & 7 Group Exercise #8 (in-class)
Day 8 Thursday 16 January	Collapse Exam 3 Presentations	Chapter 10