

ANTHROPOLOGY 2302.002: PEOPLES OF THE EARTH

SMU – Fall 2020



(Getty Images, The Getty Museum)

Course Information:

Course Code: ANTH2302.002
Lectures: TTh 3:30pm-4:45pm
Classroom: Heroy Hall Rm 0153
Credits: 3

Instructor:

Professor: Dawn M. Crawford
Office: Heroy Hall 307
Email: dcrawford@smu.edu
Office Hours: Zoom Tuesdays & Thursdays 1:00pm-2:00pm

CC Requirement Summary:

CC - Historical Contexts

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. 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 Historical Contexts requirement (CC) and the Ways of Knowing Foundation (UC2016); Historical Contexts Pillar (Level 1; UC2016); and Human Diversity Proficiency for the University Curriculum (UC2016).

Historical Contexts (CC) Student Learning Outcome: Students will demonstrate an ability to engage in historical thinking.

1. Students will describe main actors, primary sources, and/or events in a defined historical period.
2. Students will explain patterns of historical continuity and/or change within a defined historical period.
3. Students will situate historical objects, ideas, attitudes, actions, and/or experiences within a defined historical period.

Required Text:

Scarre, Chris (ed.) 2018. *The Human Past: World Prehistory and the Development of Human Societies*. Fourth edition. Thames & Hudson, London. ISBN: 978-0-500-29335-5.

Course Format and Assignments

Assignment:	Points	Percent
Attendance/Participation	120	10%
Exercises (3 total, 100 pts each)	300	25%
Exams (3 total, 200 pts each)	600	50%
Written Assignment	200	15%
Total	1,220	100%

Attendance/Participation (10%):

This course will be hybrid, allowing for in-person and remote attendance per the university's SMUflex system which splits attendance into red/blue days. Attendance will be

taken each meeting for those who meet in-person in order to keep track of who is physically present for contact tracing purposes. Those attending remotely will also be recorded but neither roll call will be used for grading purposes. In order to earn the 10% Attendance and Participation grade for the course you will complete a weekly online quiz. These quizzes will cover lecture and textbook materials assigned for that week and will serve as practice questions for the exams. Unless otherwise noted, the weekly attendance and participation quizzes will be due Sundays by 11:59pm but will be available during the week as well. There will be a total of 14 quizzes, your two lowest quiz scores will be dropped.

Exercises (25% total):

Each section of the course will include an exercise related to the topics covered, with three exercises total. Each exercise will involve applying lecture information to specific examples and include looking up and using outside sources. Each exercise is worth 100 points and will be submitted to Canvas.

Exams (50% total):

There will be 3 remote exams via Canvas. Each exam will only cover its section of the course material and will not be cumulative. Each exam will include multiple choice, true/false, matching, short essay, and one long essay question. An Optional Final exam will be available to replace your lowest exam grade if you so choose. The Optional Final Exam is cumulative (covers all course materials) and will be in the same format. The exams will not require the use of LockDown Browser but will be timed. If you have DASS accommodations for extra time, it will be added after your formal letter is received. Each exam is worth a total of 200 points. Exams will be due by the end of that class period, unless you have DASS accommodations.

Written Assignment (15%):

One written assignment is required and will involve applying lecture material to the analysis of a museum artifact from the Dallas Museum of Art and its related culture covered in this course. You will be required to use at least *two scholarly articles* in order to research the artifact and related culture. In-text citations and works cited are required. Your paper must be at least 4 full pages in length (double spaced, 12-point font, 1 inch margins). You will submit notes on the artifact, images of the artifact, your paper, and works cited (do not count toward the 4-page minimum). This paper is worth a total of 200 points.

Extra Credit:

One extra credit opportunity will be made available during the semester for an additional 2.5%. Instructions will be made available on Canvas and the due date, unless otherwise stated, will be the last day of lecture.

Course Policies

Attendance

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. Due to Covid-19 concerns, documentation can include a note printed from the Health Center website that includes the name and contact information of one person who can vouch for you (including roommates, parents, siblings, etc.). Due to the current pandemic you will not face point reductions for not attending lecture but are required to complete a weekly Participation Quiz on Canvas over that week's materials. 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. (<https://www.smu.edu/StudentAffairs/Chaplain/ReligiousHolidays>).

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. (See [2020-2021 SMU Undergraduate Catalog](#) under "Enrollment and Academic Records/Excused Absences.")

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. For asynchronous learning or absences for those who are ill, videos of the Zoom lecture will be posted on Canvas.

Covid-19 Policies

Due to the Covid-19 pandemic and rising health concerns the following policies will be enforced for those attending SMUhybrid/in-person:

- Per SMU, Dallas County, and course regulations, face coverings must always be worn over your mouth and nose while inside the building. If you are not wearing a face mask or are wearing it incorrectly you will be warned and then asked to leave.
 - If you have a health issue that makes wearing a face mask impossible, it is recommended that you attend the course remotely for your own safety as well as the safety of others.
 - If you must remove your face covering for any reason, please exit the lecture room and building.
- Social distancing of 6 feet or more must always be followed.
 - If desks move, they must be moved back to correct distancing immediately
- Red/Blue SMUflex schedules must be followed. If you attend on a day that is not your designated day for in-person instruction you will be asked to leave.

- If you have any symptoms or have come in contact with someone who may have symptoms you must attend the course remotely until you have been cleared by medical professionals to return to class (a minimum of two weeks).
- Entering, exiting, and seat choices will require planning and patience.
 - When entering move to center desks or ones away from the door.
 - When exiting, wait for your section to be dismissed.
 - Avoid congregating in the hallway and just inside the door.
 - Seats closest to the door are reserved for those who have the greatest distance to travel across campus for their next class.
 - Do not move the desks unless instructed to do so.
 - Maintain social distancing spacing when entering and exiting.

Failure to comply with policies and instructions related to Covid-19 after one warning will result in removal from the classroom. Repeated noncompliance will be reported to the honor council and may result in the student being dropped from the course.

Communication

You may contact me via email or the Canvas inbox. Please put the course name (i.e. ANTH2302.002) in the subject line of any email you send me so that I know it is specific to this class. I will respond to your question or email within 48 hours. Responses might be slightly delayed on holidays and weekends. Assignments will be graded within one week of the assignment due date. My grading timeline might be delayed for long essays or weeks when multiple assignments are due.

Be sure to check announcements on Canvas regularly for important updates and reminders. I also ask that if I email you personally with a specific concern that you respond within 48 hours. Messages can also be sent to me via Canvas. Read all comments and rubric information on graded assignments. If you miss lecture via Zoom or in-person, become ill, or must quarantine please let me know as soon as possible so that I can work with you to prevent you from falling behind.

If I become ill and can no longer instruct in-person, the course will be moved to entirely remote either temporarily or permanently depending upon the situation. If I become too ill to teach then you will be notified, and a substitute will be assigned to take over the course. That information will be shared with you if/when the need arises.

Cell Phone and Computer Policy

Cell phone usage during class will not be permitted either remotely or in-person. You will be asked to put away your cell phone at the beginning of class. Repeated requests to put away your phone or to stop side conversations will lead to being asked to leave. If you are attending remotely please mute your microphone in order to minimize disruptions and distractions. See netiquette section below.

You are permitted to use laptops to take notes, but please make sure you are just taking notes. Watching sports/tv, online shopping, and working on other classes are not permitted. Also, keep in mind that there are several reputable studies that show taking

notes by hand leads to higher memory retention than by computer. Any students distracting others will be asked once to stop the behavior and then asked to leave. The university may offer "Zoom Rooms" for students to reserve for virtual classes if necessary. Avoid talking in class as the microphones will pick up side conversations and make it difficult for remote students to hear.

Course Grading and Re-Grading Policy

Unless there are extenuating circumstances, assignment grades will be posted within 1 to 1.5 weeks after they are submitted. If you have questions about how you are graded on an assignment, be sure to look over all comments and rubrics first on Canvas, then you may schedule a meeting with me to discuss it. However, you will only have 2 weeks from the date the grade is released on Canvas to speak to me about that grade. If you wish to discuss how to improve your performance then this time limit does not count. If you wish to discuss actual point values, then you must do so prior to the end of that 2-week period. Discussions of Exam 3 will be limited to a 1-week time period due to the end of the semester and grade submission deadlines. Keep in mind that any attempts to haggle for points or grade improvements will not be permitted.

Rounding of Grades Policy

I will round up to the nearest tenth of a point (i.e. an 89.9 will be an A-) but for anything less than 0.8 rounding will depend on if you have completed any/all extra credit opportunities and have attended the majority of class meetings (not counting excused absences). Anything below 0.6 will not be rounded up.

Late Assignment Policy

Each day an assignment is late after the midnight due date a letter grade will be subtracted from your final grade on the assignment. A half-day late will lead to a half letter grade deduction. After one week you will receive a zero. If you are severely ill and need an extension you must contact your instructor as soon as possible.

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.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. Many of these are also applicable to in-person sessions. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- For synchronous meetings, make sure you are in a safe and private place (please do not connect while you are driving or when there might be distractions around you). Also, for a better experience, use headphones and make sure you are not interrupted.

University Policies & Student Resources

University Covid-19 Statement:

Students who are experiencing COVID-19 symptoms or who have been notified through contact tracing of potential exposure and need to self-quarantine or isolate must follow the protocols laid out in [SMU's Contact Tracing Protocol](#). To ensure academic continuity, students in these situations will not be penalized and will be provided appropriate modifications to assignments, deadlines, and testing. Please also note that SMUFlex classes might, in rare circumstances, go remote for two-week periods to accommodate COVID-related issues. To ensure these necessary accommodations, affected students must:

- Provide as much advance notification as possible to the instructor about a change in circumstances. Students must notify their instructor about a potential absence as well as plans for a return to class. For cases in which students test positive for COVID-19, they should fill out a [CCC form at this link](#).
- Communicate promptly with the instructor to establish, as necessary, alternative assignments and/or changes to deadlines and exams. Students are then responsible for meeting the expectations laid out in these alternative arrangements.
- Continue participation in class via Zoom, as health circumstances permit. Attend class regularly, when not in a situation outlined above, in accordance with safety measures laid out by SMU CAN in the [Pledge to Protect](#) (including wearing masks, maintaining social distancing, and cleaning personal space after class). In-person participation in SMUFlex classes is required on students' assigned red/blue rotation days except in cases when students are experiencing illness, are in self-quarantine or in isolation.
- Students facing multiple or extended COVID-19-related absences or illness can work with the Office of the Dean of Students to consider options such as fully remote learning or medical withdrawal.

This policy, aligned with the [SMU Honor Code](#) and the SMU [Pledge to Protect](#), relies on mutual trust and respect between students and faculty to ensure safety, academic integrity, and instructional continuity.

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/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the

electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

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*:

<https://usingsources.fas.harvard.edu/>

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.

Student Academic Success Programs

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wishing for support with subject-specific tutoring or success strategies should contact SASP, Lloyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

Caring Community Connections (CCC) Program

This is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. Faculty play a critical role in identifying students who are experiencing challenges, as you may be the first to notice a change in behavior such as class attendance or performance. The online referral form can be found at smu.edu/deanofstudentsccc. After a referral is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Additionally, should you have concerns about students and are unclear about what to do,

please see the [CCC Reference Guide](#), or contact the Office of the Dean of Students at 214-768-4564.

“Campus Carry” Policy

In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.

Accommodations for Pregnant and Parenting Students (and Caregivers)

Under Title IX students who are pregnant or parenting may request academic adjustments by contacting Elsie Johnson (elsiej@smu.edu) in the Office of the Dean of Students, or by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement. Given that Covid-19 has created new levels of parenting and caregiver concerns, please communicate with me if you are facing limitations or scheduling conflicts due to parenting or any caregiving concerns. I will work with you to the best of my ability.

Technology Requirements & Help

Please be sure that your device or devices meet the **technical requirements** for Canvas. [Technical requirements](#) and [browser requirements](#) for Canvas are located in the [Canvas Student Guide](#). If you need Technical Support with Canvas, click the Help link on the left side [Global Navigation](#). From there you can Search Canvas Guides, Chat with Support, or Submit a Request for assistance. You can also contact the SMU [IT Help Desk](#) for assistance with Canvas.

You will also be asked to create a free account for **Poll Everywhere** in order for attendance to be tracked. Instructions will be given during the second class of the semester. You must register your account with your SMU email address and your phone number (if you use the text feature to submit answers).

To be successful in this course, students should have basic keyboarding and computer skills, and be comfortable navigating the Internet. This hybrid/SMUflex course occurs primarily via [Canvas](#) and [Zoom](#). Zoom Web Conferencing is used in this course as well for virtual (i.e., real-time, synchronous) meetings, and [Panopto](#) is used for recording audio/video assignments. This course also uses the [Respondus LockDown Browser](#) for online exams.

Note: If this course is moved to 100% remote due to Covid-19, then lectures may be delivered via Panopto. All other technologies used will remain the same as the SMUflex version of the course. Communication will be provided on these changes as soon as the instructor has information to share.

Technical Support

If you run into any technical problems, there are a number of resources available to you. First, you can always check with your instructor. Also, you can contact the [SMU IT Help Desk](#) for assistance with Canvas and Zoom. Otherwise, here are additional useful resources:

- [Canvas](#)
 - Click [Help](#) on the [Global Navigation](#) to search the Guides, [Chat](#) or contact Instructure Support via email or phone
- Zoom
 - Search their [Knowledge Base](#) or [Submit a Request](#)

If moved to 100% remote, you will use the [Panopto](#) to view lectures. Be sure your device or devices meet the Panopto's [technical requirements](#), and if you need Panopto support contact the SMU [IT Help Desk](#).

Zoom

[Zoom](#) will be used for online synchronous (i.e., real-time) meetings in this SMUflex course for those not attending lecture in-person. Please be sure your devices meet the [technical requirements](#) for Zoom. If you are unable to attend lectures synchronously please let me know as soon as possible so that I can provide alternatives.

COURSE SCHEDULE

	Class	Topics	Readings (do before class)	Assignments
1	Class 1 – T, 8/25	Introduction & What Is Anthropology?	Scarre Ch 1 (pp. 24-43)	
1	Class 2 - Th, 8/27	Introduction to Human Evolution & African Origins	Scarre Ch 2 (pp. 45-53); AAPA Statement on Race	Week 1 Quiz due 8/30 by 11:59pm
2	Class 3 – T, 9/1	Human Evolution: African Origins	Scarre Ch 2 (pp. 53-70)	
2	Class 4 – Th, 9/3	Human Evolution: Hominin Dispersals	Scarre Ch 3 (pp. 72-90)	Week 2 Quiz due 9/6 by 11:59pm
3	Class 5 – T, 9/8	Human Evolution: Hominin Dispersal	Scarre Ch 3 (pp. 90-107)	
3	Class 6 – Th, 9/10	Human Evolution: <i>Homo sapiens</i>	Scarre Ch 4 (pp. 108-116)	Exercise 1 Due 9/13 by 11:59pm Week 3 Quiz due 9/13 by 11:59pm
4	Class 7 – T, 9/15	Human Evolution: Modern Humans	Scarre Ch 4 (pp. 116-148)	
4	Class 8 – Th, 9/17	Peopling of the Americas & Australia	Scarre Ch 5 (pp. 149-171); Ch 9 (pp. 261-268)	Week 4 Quiz due 9/20 by 11:59pm
5	Class 9 – T, 9/22	Exam 1 (Canvas)		Exam 1 due 9/22 by 4:50pm
5	Class 10 – Th, 9/24	Domestication	Scarre Ch 6 (pp. 173-197)	Week 5 Quiz due 9/27 by 11:59pm
6	Class 11 – T, 9/29	Origins of Complexity & Southwest Asia	Scarre Ch 7 (pp. 199-229)	
6	Class 12 – Th, 10/1	Southwest Asia	Scarre Ch 13 (pp. 430-468)	Week 6 Quiz due 10/4 by 11:59pm
7	Class 13 – T, 10/6	South Asia	Scarre Ch 15 (pp. 516-537)	
7	Class 14 – Th, 10/8	Africa	Scarre Ch 11 (pp. 346-365)	Exercise 2 Due 10/11 by 11:59pm Week 7 Quiz due 10/11 by 11:59pm
8	Class 15 – T, 10/13	Africa	Scarre Ch 11 (pp. 365-387);	

			Article on Canvas	
8	Class 16 – Th, 10/15	East Asia	Scarre Ch 8 (pp.231-260)	Week 8 Quiz due 10/18 by 11:59pm
9	Class 17 – T, 10/20	East Asia	Scarre Ch 16 (pp. 548-589)	
9	Class 18 – Th, 10/22	Exam 2 (Canvas)		Exam 2 due 10/22 by 4:50pm Week 9 Quiz due 10/25 by 11:59pm
10	Class 19 – T, 10/27	Mesoamerica	Scarre Ch 10 (pp. 303-306), Ch 17 (592-601)	
10	Class 20 – Th, 10/29	Mesoamerica	Scarre Ch 17 (pp. 601-635)	Week 10 Quiz due 11/1 by 11:59pm
11	Class 21 – T, 11/3	North America	Scarre Ch 10 (pp. 308-326), Ch 19 (pp. 670-682)	
11	Class 22 – Th, 11/5	North America	Scarre Ch 19 (pp. 683-701)	Exercise #3 due 11/8 by 11:59pm Week 11 Quiz due 11/8 by 11:59pm
12	Class 23 – T, 11/10	South America	Scarre Ch 10 (pp.326-342), Ch18 (pp. 636-647)	
12	Class 24 – Th, 11/12	South America & The Pacific Islands	Scarre Ch 18 (pp. 647-658, 663-669) & Ch 9 (pp. 281-291)	Week 12 Quiz due 11/15 by 11:59pm
13	Class 25 – T, 11/17	Europe	Scarre Ch 12 (pp. 388-428)	
13	Class 26 – Th, 11/19	Europe	Scarre Ch 14 (pp. 469-514)	Written Assignment due 11/22 by 11:59pm Week 13 Quiz due 11/22 by 11:59pm
14	Class 27 – T, 11/24	Collapse & Moving Forward	Scarre Ch 20 (pp. 703-709)	
14	Th, 11/26 Thanksgiving	No Class	No Class	
15	T, 12/1 Campus Closed	No Class	No Class	

15	Class 18 - Th, 12/3	Exam 3 (Canvas)		Extra Credit due 12/3 by 11:59pm Exam 3 due by 12/3 by 4:50pm Weeks 14 & 15 Quiz due 12/6 by 11:59pm
	Friday, December 11th 3:00-6:00pm	Optional Final Exam (Canvas)		Optional Final Exam due 12/11 by 6:00pm

Citations: Readings and Documentaries (American Antiquity Style)

Adichie, Chimamanda Ngozi

2009. "The danger of a single story." *Ted Talk* 7 Oct 2009. <https://youtu.be/D9Ihs241zeg>.

Aimers, James

2011. "Drought and the Maya" *Nature* 479: 44.

American Association of Physical Anthropologists

2020. "AAPA Statements on Race & Racism." March 2020.

<https://physanth.org/about/position-statements/aapa-statement-race-and-racism-2019/>

History Education

2006. "The Aztecs: Engineering an Empire." *Engineering an Empire*. Films on demand.

https://fod-infobase-com.proxy.libraries.smu.edu/p_ViewVideo.aspx?xtid=42658

Hodell, David

2011. "Maya megadrought?" *Nature* 479: 45.

McIntosh, Susan Keech

2017. "Archaeology in Africa: Who or What Sets the Agenda?" *Field Manual for African Archaeology* (2017): 15-17.

PBS

2014. *Rise of the Black Pharaohs*, Film Media Group, Films on Demand.

<https://digital.films.com/PortalPlaylists.aspx?wID=104130&xtid=60756>.

2016. *Great Human Odyssey*, Film Media Group, Films on Demand.

<https://digital.films.com/PortalPlaylists.aspx?wID=104130&xtid=151281>.

2018. *First Face of America*, Film Media Group, Films on Demand.

<https://digital.films.com/PortalPlaylists.aspx?wID=104130&xtid=166850>.

Sall, Moustapha

2017. "Academic Research in West Africa: The Case of Senegal" *Field Manual for African Archaeology* (2017): 18-23.

Scarre, Chris (editor)

2018. *The Human Past: World Prehistory & The Development of Human Societies*, 4th Edition, edited by Chris Scarre. Thames and Hudson, London.

Smith, Alexandre Livingstone and Scott MacEachern

2017. "Introduction Thinking and writing on the past in Africa." *Field Manual for African Archaeology* (2017): 8-9.

**Not all short films/clips used in Lectures are listed here