World Archaeology
Lecture: Tu/Th
2:00-3:20pm
PLC 180
Labs: Fridays
Condon Hall 201

Instructor: Dr. Alison Carter
Student Drop-in hours:
Tue and Thur 4-5pm or by appointment.
Office: Condon Hall 255
Email: acarter4@uoregon.edu

Graduate Employees
Tiyas Bhattacharyya
Afternoon sections (1-4:50pm)
Student Drop-in hours:
Wednesdays: 2-4pm
Office: Condon Hall 365
tbhatta2@uoregon.edu

Daizi Hazarika
Morning Sections (9am-12:50pm)
Student Drop-in hours:
Tuesdays: 10am-Noon
Office: Condon Hall 365
daizih@uoregon.edu

Course Description:
• When did we become fully modern humans?
• When (and why) did we stop being hunter-gatherers?
• When did inequality emerge?
• Why did some people decide to start living in cities?
• What led to the development of complex state-level societies?

These are important questions about what it means to be human that archaeologists address. In this course, we’ll consider these topics while providing an introduction to archaeology and the study of world prehistory. The course provides an overview of human prehistory from modern humans up to the development of literate civilizations. The approach will be problem-oriented and comparative. We will consider ancient cultures from around the world in order to foster an appreciation for human cultural diversity. Explaining why cultural developments occurred is often hotly debated among archaeologists, and different perspectives will be explored critically throughout this course.

What is archaeology?
In this course, we consider that 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.
WHAT I WANT YOU TO GET OUT OF THIS COURSE

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 Americas, 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.

READINGS AND COURSE RESOURCES

There is no textbook for this course. Readings for class are posted on Canvas.

What is on Canvas?
Canvas is where you will find:

• Assigned readings for each class

• PowerPoint slides from lecture (posted after class)

• Lecture review/Guided notes worksheets for each lecture

• Additional information/links from lecture

• Weekly quizzes

• Exam review materials

• Course announcements

• Your grades

You are responsible for regularly checking the course page for announcements and course materials. Be sure your Canvas settings allow you to receive emails/announcements about class.

Use the online tutorial to make sure you have correctly set up your communication preferences on Canvas: https://canvas.uoregon.edu/courses/26168/pages/setting-up-your-profile-and-communication-preferences

iCLICKER

An iClicker remote is required for in-class participation in this course. You can use any version of the iClicker remote, which is available for purchase at the bookstore. In order to receive credit for your responses you will need to register your iClicker remote by October 8, 2019. To register your iClicker: Log into the course Canvas page and click on the iClicker link in the left-hand navigation menu. From here, click on “Remote Registration” and then follow the directions to put in your Remote ID.
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, you may approach me and/or contact 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.

I support all students regardless of immigration status or country of origin. For more information or resources please visit the UO Dreamers page: https://blogs.uoregon.edu/dreamers.

STUDENTS NEEDING SPECIAL ACCOMMODATIONS

Students needing special accommodations for this course, including but not limited to testing accommodations, should contact Dr. Carter as soon as possible so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity.

Please notify Dr. Carter if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or through their website at http://aec.uoregon.edu/

LIFE HAPPENS

We understand that sometimes there are unexpected issues that happen throughout the term including serious illness, family emergencies, and employment or child-care challenges. For this reason, we have built in flexibility to the course regarding absences, handing in assignments late, and dropping quizzes/exams. However, should something occur that will cause you to miss large portions of class or require additional accommodations please let Dr. Carter or your GE know as soon as possible. We are open to discussing alternative accommodations and it is best to handle these issues as they arise. Please remember you can also contact the Dean of Students if you need additional help: https://dos.uoregon.edu/help
**CONTACT 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. Dr. Carter is also happy to answer questions about class and talk with each of you more generally about archaeology during her student drop-in and before/after class.

- Please allow 24-48 hours for a response to your emails.
- When sending emails you can address us as follows:
  - Dr. Carter: Dr. Carter or Professor Carter (she/her/hers pronouns)
  - Tiyas Bhattacharyya: Tiyas (Tea-yahs) (she/her/hers pronouns)
  - Daizi Hazarika: Daizi (she/her/hers pronouns)

**WHAT IF I MISS CLASS?**

Students are given three “free” absences throughout the term. Unless you will be missing a large number of classes (see “Life Happens” on p.3) there is no need to email Dr. Carter or your GE about missing a class. However, you are responsible for catching up on missed course material. We recommend the following:

- Make sure you have done the assigned readings
- Check Canvas for the PowerPoint and associated notes/review sheets and other materials.
- Discuss missed course content with your peers
- Talk to your GE or Dr. Carter during office hours to discuss any additional questions.

Please note that we typically do not offer “excused” absences unless you are missing class due to a religious observance OR for an activity related to an integral part of your university education (e.g. a conference or class field trip). Such absences should be discussed with your GE or Dr. Carter in advance and valid documentation should be provided.

**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 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. There will be a short technology/bathroom break provided during each lecture.

Laptop computers and tablets can be very distracting for students around you. For this reason, we ask that people using laptops/tablets for taking notes sit in the last 2 rows of the classroom 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.
## Assignments and Evaluation

Your exams, quizzes, participation, and assignments will be graded out of varying point values, but will count for different percentages of your grade. For further explanation regarding weighted grades see: [https://www.thoughtco.com/what-is-a-weighted-score-3212065](https://www.thoughtco.com/what-is-a-weighted-score-3212065).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2 x 33% (66%)</td>
<td>Exam 1: Oct 22</td>
</tr>
<tr>
<td>Your two highest of the three exam scores are included in your grade</td>
<td></td>
<td>Exam 2: Nov 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 3: Dec 11</td>
</tr>
<tr>
<td>Museum Assignment</td>
<td>10%</td>
<td>Assignment available Sunday, Oct 12. The last possible day to hand in the assignment on time is Sunday October 27th at 5pm.</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>2%</td>
<td>Complete on Canvas by October 15th at Noon</td>
</tr>
<tr>
<td>Weekly lecture/reading reinforcement quizzes. 10 will be offered, but your lowest two scores will be dropped</td>
<td>8 x 1% (8%)</td>
<td>Quizzes will be due every Tuesday at Noon (see course schedule).</td>
</tr>
<tr>
<td>Course participation with iClicker. 15 lectures will include iClicker participation questions, your lowest three scores will be dropped.</td>
<td>12 x 0.5% (6%)</td>
<td>In lecture Oct 8 – Dec 5</td>
</tr>
<tr>
<td>Attendance and Participation in Lab/Discussion Section. There are 9 lab/discussion meetings. Your lowest score (one missed class) will be dropped.</td>
<td>8 x 1% (8%)</td>
<td>Fridays throughout the term Oct 4 – Dec 6</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:** There is no extra credit offered in this course.
ASSIGNMENTS AND EVALUATION

**Museum Assignment:** The museum assignment is based around the exhibits at the Museum of Natural and Cultural History on campus. The assignment will consist of a series of short fill in the blank or 1-2 sentence questions about exhibits in the museum. You will have a two-week period in which you can complete the assignment starting on Saturday, October 12\textsuperscript{th} until Sunday October 27\textsuperscript{th}. During this time, the assignment will be available from the front desk of the Museum of Natural and Cultural History. The museum is open from Tuesday through Sunday from 11:00 am – 5:00 pm, with extended hours until 8pm on Thursdays. 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 2 (Oct 11) to make alternate arrangements.

- Following October 27\textsuperscript{th}, you may obtain a copy of the assignment from your GE and complete it with a 25% penalty until the last day of section (December 6).

**Exams:** will consist of a combination of question types that may include multiple choice, true-false, map identification, matching, short answer, and short paragraph answer questions. Review sheets with key topics for each lecture will be available through the course Canvas site, and the discussion section before each exam will include time for review. If you have an emergency and miss the in-class exam, you must contact Dr. Carter the same day as the exam and schedule your make-up exam within 24 hours. Due to other commitments, we cannot guarantee that a make-up exam can be scheduled. Please note that your lowest exam score is dropped when calculating final grades.

**Syllabus Quiz:** is an open note “quiz” making sure you are familiar with the syllabus and course policies. You will take this quiz online via Canvas and the quiz must be completed by Tuesday, October 15\textsuperscript{th} at Noon.
ASSIGNMENTS AND EVALUATION

Weekly Lecture/Reading Reinforcement Quizzes: are weekly short quizzes that are designed to track your engagement with the lecture material and assigned readings. Quizzes will be posted on Canvas every week after Thursday’s class and should be completed by the following Tuesday at Noon. Quizzes will cover lecture material and readings for that week (e.g. Quiz #1 will be posted on October 3rd and cover readings and course material from October 1-4). These 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. You will have 60 minutes to complete the quiz once you begin. There will be a quiz posted every week of the term, however your lowest two (2) scores will be dropped. For this reason you may not make up a missed quiz.

If you have problems accessing the weekly quizzes through Canvas, please contact the resources on this site http://blogs.uoregon.edu/canvas/support/. In most cases Dr. Carter and your GE will not be able to assist you with technical problems. Please make Dr. Carter or your GE aware of problems that could affect your lecture reinforcement grade during the window in which the lecture reinforcement is available. Quiz answers are posted after the quiz is completed, therefore, we cannot re-open quizzes after they have closed.

Course Participation with iClicker: iClickers are used during lecture to encourage and track your active participation in course lectures. You must answer at least half the iClicker questions in each lecture in order to receive participation credit for that day. We will begin recording iClicker participation on October 8 and iClicker participation will be recorded for 15 classes. Your lowest three (3) scores (absences) will be dropped. We will not record iClicker participation on exam days.

Discussion Section Attendance and Participation: There are nine (9) discussion section meetings this term, and for full credit you must attend and participate in eight (8) of them. Attendance requires arriving on time and staying through the end of the section meeting. Participation requires engagement in section activities.
Grading Scale and Performance Expectations
I do not anticipate a curve for this class. The grading scale to be used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

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.

ACADEMIC INTEGRITY AND PLAGIARISM
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 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.

Plagiarism is a serious academic offense. Read carefully the following guidelines to avoid plagiarism: http://libweb.uoregon.edu/guides/plagiarism/students/?tab

Please Note: Bringing a fellow student’s iClicker to class is considered to be cheating and a violation of academic integrity.
## COURSE SCHEDULE

All class readings are posted on Canvas

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Goals/Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Tue, Oct 1   | Course Introduction                        | 1. Define archaeology and when it begins.  
2. Review important archaeological terms and concepts.  
3. Consider major questions/topics for class this term. |
| Thur, Oct 3  | When did Homo sapiens emerge?               | 1. Consider what makes us us. What is the difference between being anatomically modern and behaviorally modern?  
2. Examine archaeological evidence (what/when/where) for Homo sapiens. |
| Fri, Oct 4   | Lab 1: Thinking like an archaeologist       | 1. Review basic archaeology terminology/concepts.  
2. Practice making interpretations from material culture. |
| **Week 2**   |                                            |                                                                                                    |
| Tue, Oct 8   | Middle Earth? Neanderthals, Denisovans,     | 1. Review the archaeological, biological, and genetic evidence for hominin species alive at the same time as Homo sapiens.  
2. Consider the impact these species had on our evolutionary development. |
|              | and hobbits                                |                                                                                                    |
| Thur, Oct 10 | Coming to the Americas: Peopling the New    | 1. Compare and contrast the various hypotheses and archaeological evidence for when and how people came to the Americas. |
|              | World                                      |                                                                                                    |
| Fri, Oct 11  | Lab 2: Archaeology and Indigenous People    | 1. Think about why it is important that archaeologists have a code of ethics.  
2. Review the basics of NAGPRA, and learn how it began and why it is important. |
| **Week 3**   |                                            |                                                                                                    |
| Tue, Oct 15  | The origins of agriculture                 | 1. Be able to define domestication  
2. Explore how archaeologists see plant and animal domestication in the archaeological record.  
3. Examine this in action through a case study in the Fertile Crescent. |
| Thur, Oct 17 | The emergence of inequality                | 1. Review and define archaeological terms related to inequality and complexity.  
2. Reflect on the consequences that agriculture played in the development of inequality.  
3. Consider if non-agricultural societies can also be “complex.” |
| Fri, Oct 18  | Lab 3: Exam 1 Review                       | 1. Review the exam format.  
2. Practice with the map portion of the exam.  
3. Practice working on a short answer question. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Goals/Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue, Oct 22</td>
<td><strong>Exam 1 in class</strong></td>
<td><strong>Quiz #3 due today at Noon</strong></td>
</tr>
</tbody>
</table>
| Thur, Oct 24 | Studying ancient states                                              | 1. Explore how archaeologists define a state.  
2. Examine the evidence for states in the archaeological record. Ask what do states have in common?  
3. Review preconditions needed for the development of states? |
| Fri, Oct 25  | Lab 4: Chinese art and archaeology at the JSMA                       | 1. See (up-close and in-person) examples of Asian art and antiquities from the JSMA.  
2. Consider how these objects relate to themes and questions from class. |
| **Week 5**   |                                                                      |                                                                                                |
| Tue, Oct 29  | Early States in China                                               | 1. Review how preconditions are met for the formation of an early state in China.  
2. Consider examples of continuity from previous periods and new developments during the Shang Dynasty.  
3. Think about sources of power for Shang rulers. |
| Thur, Oct 31 | Mesopotamia                                                          | 1. Review how preconditions are met for the formation of an early city and state in Mesopotamia.  
2. Consider examples of continuity from previous periods and new developments.  
3. Think about sources of power for rulers. |
| Fri, Nov 1   | Lab 5: Status and identity at UO                                     | 1. Review how archaeologists see status and identify in the archaeological record.  
2. Practice doing this yourself with a modern example. |
| **Week 6**   |                                                                      |                                                                                                |
| Tue, Nov 5   | Egypt                                                                | 1. Review how preconditions are met for the formation of an early state in Egypt.  
2. Consider examples of continuity from previous periods and new developments.  
3. Think about sources of power for rulers. |
| Thur, Nov 7  | Case Study: Ancient Egypt and Nubia                                  | 1. Ask what are the limits of state power?  
2. Review how archaeologists use the scientific methods and material evidence to make conclusions about the past.  
3. Discuss what was the relationship between Egypt and Nubia? |
| Fri, Nov 8   | Lab 6: Exam 2 Review                                                 | 1. Review previous exam.  
2. Practice with the map portion of the exam.  
3. Practice working on a short answer question. |
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Goals/Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Tue, Nov 12  |                                            | **Exam 2 in Class**  
**Quiz #6 due today at Noon**                                                                                                                                  |
| Thur, Nov 14 | Angkor                                      | 1. Consider the roots of and preconditions for the Angkor state.  
2. Review evidence for the power of kings, temples, and what we know about the lives of non-elites.                                                    |
| Fri, Nov 15  | Lab 7: Pseudo-archaeology                   | 1. Review the differences between archaeology and pseudoarchaeology.  
2. Evaluate the problems with pseudoarchaeology.  
3. Critique an example of pseudoarchaeology.                                                        |
| **Week 8**   |                                            |                                                                                                                                                                |
| Tue, Nov 19  | The Indus Valley: A state without rulers?   | 1. Review how the Indus Valley civilization meets the preconditions for an ancient state.  
2. Explore archaeological hallmarks of the Indus state  
3. Compare the Indus Valley with other states from class. How is it different?                     |
| Thur, Nov 21 | Cahokia: A metropolis in America’s heartland| 1. Review archaeological evidence for the Mississippian culture and the emergence of Cahokia.  
2. Consider how Cahokia is similar to and different from other ancient states.  
3. Recognize how the “myth of the moundbuilders” affected the study of Mississippian culture.       |
| Fri, Nov 22  | Lab 8: Ancient Writing Systems              | 1. Describe what is writing  
2. Identify different types of writing systems.  
3. Explain how a writing system is deciphered.  
4. Consider the problems and challenges for deciphering the Indus script.                            |
| **Week 9**   |                                            |                                                                                                                                                                |
| Tue, Nov 26  | Teotihuacan: Studying non-elites            | 1. Review how Teotihuacan meets the preconditions for an ancient state.  
2. Explore archaeological hallmarks of Teotihuacan.  
3. Compare Teotihuacan with other states from class. How is it similar and different?                |
| Thur, Nov 28 |                                            | **No Class – Thanksgiving Break!**                                                                                                                                |
| Fri, Nov 29  |                                            |                                                                                                                                                                |
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Goals/Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Tue, Dec 3  | The Inca: How to make an Empire  | 1. Review the unique environment of the Andes.  
2. Recognize the emergence of states in the Andes and how the Wari state influenced the Inca.  
3. Identify the new developments that allowed the Inca to create an Empire.       |
| Thur, Dec 5 | Collapse!?                      | 1. Define collapse – what does this term mean?  
2. Review how states discussed in class declined.  
3. Recall some important points/themes from class.                                      |
| Fri, Dec 6  | Lab 9: Exam 3 Review            | 1. Review previous exam.  
2. Practice with the map portion of the exam.  
3. Practice working on a short answer question.                                          |

**Quiz #10 due Tuesday, December 10 at Noon**

**Exam 3 during Finals: Wednesday, December 11 at 12:30pm**