The main contents of the course and your reading assignments are outlined in the following. Please check your "Modules" section for more specifics as these will be your main connection to the course activities.

Introduction

Welcome to ANTH 150 World Archaeology online.

As your instructor for this class, I will be communicating with you regularly throughout the term via email and Canvas. This is a “web-based” course and does not have a set class time but I will be conducting ZOOM office hours on Wednesdays and Thursdays, 10 am-12 noon and will be available for individual meetings (online) by request. To provide some background, I am Damion Sailors, a PhD candidate at the University of Oregon and my research explores the regional variation of aquacultural techniques that exist in the remote areas of the Pacific Islands. I use remote sensing techniques and spatial analyses to study stone-walled fishponds, fish weirs, and fish traps that were built by indigenous groups for maritime subsistence. I also work in Cultural Resource Management in the Pacific Islands, as well as the Pacific Northwest to include Oregon, Washington, Canada, and Alaska.

Once again, this is an online course and so communication will be via the Canvas system and email which I will be reviewing frequently throughout the week. You will also notice there are comment sections when you upload your assignments in Canvas, so feel free to add any additional comments or questions when submitting your work and I will do my best to reply to these in a timely manner. Please ask for clarification or if you have questions about the course material. My email is: dsailors@uoregon.edu.

Useful Suggestions

Before jumping into the course work, please review the information in the accompanying sections and the syllabus. It will save you time and frustration later if you are familiar with the information in the preliminary modules. Review the text reading in conjunction with the weekly modules and preparation for your writing assignments.

Canvas

We use the "Canvas" course management system in this online course, and while we are not using all available functions (for example, the Virtual Classroom), you should explore all parts of the course site and become familiar with it. It is important to acquaint yourself with the material in the Syllabus section. The organization is focused on weeks, and weekly materials that include reading assignments, writing and lab projects, and quizzes are listed under "Modules." In minor ways, these may vary from the overall syllabus, so please check your weekly module for the current situation. As well, please feel free to contribute to the Discussion Board at any time during the term. There are no dedicated discussion assignments, but it is a useful forum for asking questions that the whole class could benefit from or to discuss the course material in general.
Getting the Most out of Your Participation in this Course

Expectations

We recommend this online version of ANTH 150 for highly motivated people who can learn on their own and who do not need the structure of a classroom nor direct contact with an instructor to succeed. Although the course is intended for people who are not, necessarily, anthropology majors, we do expect our students to learn the basic ideas of archaeology and to create a solid understanding of human development and long-term culture change. This expectation in reflected through the amount of readings, quizzes, and assignments each week.

Weekly Workload

Each week you will have a PowerPoint lecture to review plus two to four textbook chapters or articles to read. To help you prepare your weekly paper, each Weekly Lesson includes web sites to explore. Some Weekly Lessons also include video clips and films. Most weeks you'll have a 1-2-page paper to write plus a 10-point quiz to take. The course includes one midterm plus a final exam. These have short objective components and more substantial essay ones. You will have a choice among a set of questions to answer on the essay component.

Doing your Own Work: Collaborative work and academic dishonesty

All work you submit must be your own writing or analysis and contain appropriate citations for the writing of others. To ensure that your submitted work is your own, we use--among other measures--the Canvas Vericite system. Collaborative work is not discouraged, and the sharing of ideas, concepts, and notes is not prohibited; however, the sharing of your own writing that can then be merely modified or changed, is considered academic dishonesty. It is clear to us when assignments share significant similarities in content and structure; this is often verified with the aid of the Vericite tool. After an initial warning, future incidents will receive a zero score for the assignment. Everyone in this class should be aware of the regulations laid out by the university regarding academic dishonesty and the potential penalties. Repeated offences will be referred to the administration for student affairs.

We advise you to not take any chances in these assignments and be mindful of writing your own work in your own words.

Preparing for Quizzes and Exams

In your preparations for the quizzes and exams:
• Review the lecture
• Read the book chapters and/or articles
• Review the web sites and/or video clips

All questions on the quizzes and exams will be taken from the material in the Weekly Lessons. Terminology is important, so pay attention to words that are new to you when working through the course material.
**ANTH 150: World Archaeology**

Anthropology 150 is an introduction to archaeology and the study of world prehistory. The primary objectives of archaeology are to:

1) study culture history, the long-term patterns of changes in human cultural groups and material culture;
2) reconstruct past human lifeways, that is, different ways of living, documenting how humans lived in the past;
3) explore prehistoric human behavioral variability, that is, how people living in separate communities differed from one another;
4) explain the cultural developments that are evident in the archaeological record, and
5) understand past human and environment relationships/interactions.

This course covers the fundamental principles of archaeology and provides students with an overview of human prehistory from the earliest times up to the development of literate civilizations. My approach to teaching this class will be to provide a general survey of selected aspects of the human past. Simultaneously, I will highlight the current debates in the study of archaeology. For instance, what led to the development of food production, especially agriculture, from earlier situations where people relied solely on hunting and gathering? What were the first cities like and why did they develop? When and how did the first peoples enter the Americas? What happens as cultures grow in complexity and how can we study and understand complexity (think "civilization")? We will explore these issues over the course of the next ten weeks by examining a variety of evidence recovered and reported over the last century.

**Course Materials**

I have selected readings from a variety of sources, including the key textbook:

**REQUIRED READING:** 2019 Feder, Kenneth L. *The Past in Perspective: An Introduction to Human Prehistory* (eighth edition, paperback), Oxford University Press. [note: you need the 8th edition; it has a carved stone column on the cover].

In addition to the above text, you'll also be reading various articles, viewing video clips, and exploring websites. You'll find links to this material in the Weekly Lessons under "Modules".

**Course Structure**

In general, quizzes and assignments will be due on Saturdays by 11:59 pm PST. You will have access to the assignments from the beginning of each week, and the quiz will be set up for you on Friday of each week. I strongly suggest not leaving these submissions until the last minute!

**Quizzes:** Each quiz is worth 10 points and consists of multiple choice, matching, or fill in the blank questions. As this is an online course, the quizzes are timed. You will have 15 minutes once the quiz has been opened (even if you close the window or tab in your internet browser it will still count down the time; thus, plan to finish it quickly once you start and make sure you
have a solid internet connection). If your quiz crashes, contact me ASAP and it then can be reset. You get ONE reset so make sure that you are taking the quiz in a secure online environment.

**Assignments:** Each weekly assignment is worth 10 points. The purpose of these assignments is to get you to think critically about the materials presented in each lesson. We hope you will show your engagement with the subject materials, your critical thinking skills, as well as your best writing skills. Be sure to cite all references used including in class and outside sources. Sources such as “Wikipedia” and “about.archaeology.com” are not considered appropriate, scholarly sources. **Please submit your responses as a doc, docx, or pdf. Other formats will not be accepted!**

**Exams:** There are two major exams for this class, and these include substantial essay writing. Both tests offer a choice about which one(s) out of a small set of questions you answer, for example, two out of three questions. Each answer should be between 1-2 pages (single-spaced, 12 point, Times New Roman font with 1” margins) and show that you have absorbed the course material and you can write about it in your own words. **In this case, direct quotes of textbook material are not appropriate.**

**Overall Course Schedule (Subject to Change):**

**Week One**
Feder, Ch 1: "Encountering the Past" and Ch 2: "Probing the Past." The history of archaeology, methodology, & classifications
Week One Quiz and Assignment due by Saturday, 3 April 11:59PM

**Week Two**
Ch 3: "African Roots" and Ch 4: "The Human Lineage." Earliest hominins and tool use
Week Two Quiz and Assignment due by Saturday, 10 April, 11:59PM

**Week Three**
Ch 5: "The First Humans" and Ch 6: "Expanding Intellectual Horizons." Art and Ideas in the Upper Paleolithic and Late Stone Age.
Week Three Quiz and Assignment due by Saturday, 17 April, 11:59PM

**Week Four**
Ch 7: "Expanding Geographic Horizons: New Worlds." Also, Easter Island discussion, one of the world's most remote "New Worlds."
Week Four Quiz and Assignment due by Saturday, 24 April, 11:59PM

**Week Five**
Ch 8. "After the Ice Age. The Food Producing Revolution." Changes in subsistence and the origins of agriculture. There is no quiz or assignment this week!

**Midterm Essay Exam**-due by Saturday, 1 May, 11:59PM (this will be made available earlier in the week).
Week Six
Ch 9: "Roots of Complexity." Rise of social complexity and inequality
Week Six Quiz and Assignment due by Saturday, 8 May, 11:59PM

Week Seven
Ch 10: "An Explosion of Complexity: Mesopotamia, Africa, and Europe." Old World civilizations I
Week Seven Quiz and Assignment due by Saturday, 15 May, 11:59PM

Week Eight
Ch 11: "An Explosion of Complexity: Indus Valley and China." Old World civilizations II
Week Eight Quiz and Assignment due by Saturday, 22 May, 11:59PM

Week Nine
Ch 12: "An Explosion of Complexity: Mesoamerica;" and Ch 13: "South America." New World civilizations
Week Nine quiz due Saturday, 29 May, 11:59 PM; there is no Assignment for this week.

Week Ten
Ch 14: "An Explosion of Complexity: North America," and "Evolutionary Epilogue". Collapse of civilizations and review of World Archaeology

Final Essay Exam—to be assigned with due date during finals week, probably Monday, 31 May, at 11:59PM

Grading Policy

Points Allocations:
80 Eight Quizzes (10 points each)
60 Six Assignments (10 points each)
70 Midterm
90 Final Exam
300 Total Possible Points

NOTE: IF YOU FAIL TO COMPLETE TWO OR MORE QUIZZES AND/OR ASSIGNMENTS YOU WILL BE DROPPED A FULL LETTER GRADE.

There will be no make-up exams or late work accepted without a documented reason.

Course Grade Scale:

Grade Points
A 280 - 300
A- 270 - 279
B+ 260 - 269
B 250 - 259
B- 240 - 249
C+ 230 - 239
C 220 - 229
C- 210 - 219
D+ 200 - 209
D 190 - 199
D- 180 - 189
F - 0 - 179

General Grading for Assignments

You should be aware of the following general guidelines when writing your weekly assignments.

**Addressing all parts** of the question prompt accurately: Read the prompts carefully and address all parts requested. Use course material to support claims that you make.

**Clarity and Conciseness:** Be sure that you write clearly and edit your responses. The assignments are not long and therefore do not waste space (e.g. exceptionally long references or excessive adjectives).

**Use of supporting evidence:** If you claim something, support it with specific examples or evidence and cite your source.

**Use of reliable references:** Pay attention to where you get information from. Wikipedia and about.archaeology.com are not considered academic sources.

**Length:** make sure that you achieve the requested length and line spacing.

General Policies

Standard UO policies regarding student conduct and ethical use of online materials apply to this course. For the full policy statement see:

[https://studentlife.uoregon.edu/conduct](https://studentlife.uoregon.edu/conduct)

General Information

ADA Statement

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact UO Disability Services Office at 541-346-1155. NOTE: As per FERPA regulations Faculty are no longer automatically informed as to the ADA status of students. If you have special requirements, you must bring your information to me as soon as possible.

Compliance with Equal Opportunity Goals
It is the policy of the University of Oregon Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination should contact the Office of Affirmative Action at 541-346-3123

**Library Services**

The UO Library System web site provides general access to catalogs, resources, listing of services, etc. In addition, off-campus students now have access to library databases through a proxy server. Go to: [http://libweb.uoregon.edu/](http://libweb.uoregon.edu/)

**Additional Web Resources**

University of Oregon Home page  
Phone: (541) 346-1000  
[http://www.uoregon.edu/](http://www.uoregon.edu/)

Office of Academic Advising  
Phone: (541) 346-3211  
[http://advising.uoregon.edu/](http://advising.uoregon.edu/)

Registrar's Office  
Phone: (541) 346-3243  
[http://registrar.uoregon.edu/](http://registrar.uoregon.edu/)

Bookstore  
Phone: (541) 346-4331  
[https://www.google.com/search?q=uo%20bookstore](https://www.google.com/search?q=uo%20bookstore) (Links to an external site.)  
[http://www.uobookstore.com/](http://www.uobookstore.com/) (Links to an external site.)

Oregon Universities  
[http://www.ous.edu/dist-learn/orsites.htm](http://www.ous.edu/dist-learn/orsites.htm) (Links to an external site.)

Oregon Community Colleges  
[http://www.oregon.gov/CCWD/ccdirectory.shtml](http://www.oregon.gov/CCWD/ccdirectory.shtml) (Links to an external site.)

Distance Education Directories  