

ARCHY 101: The Human Past

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Introduction

Welcome to The Human Past! This course will explore the archaeological record left by our ancestors from the time we split from apes six million years ago to the complex civilizations of recent eras. Beginning with early hominins in Africa, we will investigate some of the most intriguing questions in human history: Why did our tiny ancestors leave the trees and begin walking on two legs? How closely are we related to Neanderthals? Was agriculture humanity's greatest mistake? Why did the Maya and other ancient civilizations collapse?

By the end of the course, my goal is for you to be able to:

- Outline the course of human evolution and understand how our (*Homo sapiens*) unique physical and mental abilities evolved
- Describe some of the major innovations within human society and understand their influence on the trajectory of human history
- Synthesize how challenges encountered in our shared human past can be relevant to problems faced in our modern world

As we navigate through the archaeological record of our human existence, we will continually be evaluating what we “know” about the past. As a result, I am less interested in having you memorize facts and dates than I am in facilitating critical thinking. As a teacher, I will strive to help you develop skills that can not only aid in your understanding of the extensive material and concepts in this course but can also benefit your future outside the classroom.

Required Text

Feder, Kenneth (2013) *The Past in Perspective: An Introduction to Human Prehistory*. (6th Edition), Oxford University Press.

The course text is available at the University Bookstore, since it is a brand new edition no used copies are available. Occasionally, you will also be required to read articles and journal publications in addition to the texts. These will be available on the course website or distributed in class.

Class Structure

This course meets for lecture four days per week for 50 minutes per class session. For your benefit and mine, I will not be lecturing all the time. Instead, I will occasionally introduce new topics to you through group discussion and in-class activities. For most every day that there is a reading assigned, there will be an online reading quiz. These are designed to prepare you for class. In addition, we will also have six in-class assignments and four review worksheets.

Grading and Evaluation

Student performance will be evaluated on the basis of the following assignments:

	<u>Total Points</u>	<u>% of Grade</u>
Exams (4) – 100 points each	400	40%
Reading Quizzes (28) – 10 points each	280	28%
Final Poster Project (1) – 100 points	120	12%
Poster Proposal – 10 points		
Poster First Draft – 10 points		
Opinion Paper (1) – 100 points	100	10%
In-class assignments (6) – 10 points each	60	6%
Review Worksheets (4) – 10 points each	40	4%

Percentage	Points	Letter Grade	GPA Value
90-100	900-1000	A+	4.0
85-89	850-899	A	4.0
80-84	800-849	A-	3.7
77-79	770-779	B+	3.3
73-76	730-769	B	3.0
70-72	700-729	B-	2.7
67-69	670-699	C+	2.3
63-66	630-669	C	2.0
60-62	600-629	C-	1.7
57-59	570-599	D+	1.3
53-56	530-569	D	1.0
50-52	500-529	D-	0.7
0-49	<499	F	0.0

Exams: Four exams will be given consisting of multiple choice, short-answer and essay questions from all the available course material including readings, in-class assignments, lectures, videos and guest lectures. The review worksheets will serve as preparation part of the exams. Exams will not be cumulative and cover only material from that section of class.

Reading quizzes (RQ): A online reading quiz will be assigned every day for which there are readings or a video on the schedule. You will receive an email containing a link to the quiz when it opens and there will be a link to the quiz on the course website. Reading

quizzes will open at 5:30pm the night before class and close at 4:00pm on the day of class. In total, thirty reading quizzes will be given with each student allowed to drop their two lowest grades.

Research Poster Project: Your final project will consist of creating a research poster. As is common in many academic fields, posters are used to convey information about research clearly and concisely. For your poster, you and your partner will be asked to research an archaeological site that we have not thoroughly discussed in the course. The poster will display images and text that demonstrate your knowledge about the culture of people that occupied your site, a history of archaeological research at the site, important findings at the site and the relevance of the site to contemporary populations. Poster projects will be presented in a “conference” environment during the scheduled final exam time. Prior to presenting the posters, you and your partner will provide a poster project proposal identifying your choice of archaeological site and a first draft of poster text for review by me. Additional details about the research project will be provided to students throughout the quarter.

Opinion Paper: In this assignment, I expect students to write an essay based upon their opinion of three popular media portrayals of Neanderthals and early modern humans. This includes two movies, *The Croods* (2013) and *Clan of the Cave Bear* (1986) and an audio recording of *The Ugly Little Boy* (1958) by Isaac Asimov. The opinion paper will focus on how popular portrayals of Neanderthals and early modern humans have changed (or not changed) throughout the decades. The paper will be at least 1,000 words in length (not including references) and formatted with 1 inch margins, 1.5 point spacing and typed in 12 point Times New Roman font. Additional details about the opinion paper will be provided to students in Week 4.

In-Class Assignments: In-class assignments will happen during lecture period with a total of six occurring during the quarter on a wide variety of topics. These assignments will be done in small groups and handed in at the end of the class period. Every single in-class assignment will count toward your grade; missing one is not recommended.

Weekly Review Worksheets: Over the course of the quarter, I will assign review worksheets that cover course material. I will give you time during class to work together on the questions and also discuss the questions as a class. By the next class period (typically Monday), your answers to the review worksheet questions will be submitted online and graded based upon your effort (not necessarily the correct answer).

Course Policies

Class participation: This is primarily a lecture class, although discussions will supplement lecture content and readings. Your opinions, questions and commentary are always welcome as long as your opinions respect other students in the course and your instructors. I will not tolerate any disrespectful comments towards student or instructors.

Missed and late assignments/exams: Given the structure of assignments in this course, late work is only accepted for review worksheets, with a 20% reduction in points for

every day late. Missed exams, reading quizzes and in-class assignments may not be made up without documentation of an officially excused absence (e.g. a doctor's note). If you will be missing class for an excused reason, please notify me as soon as possible.

Absences

Your attendance and class participation is critical to your success in this class. In-class activities and discussions during lecture will help prepare you for exams and review worksheets. Note that exams and in-class assignments cannot be made up without an officially excused absence.

Class Schedule

Week	Topics	Assignments Due
W1 9/25- 9/26	Introduction to the Human Past W: Introduction to the Human Past Th: What is Archaeology? (And why do we do it?)	
W2 9/30- 10/4	Our Early Ancestors: Who were they? M: Out of the Trees and Walking Around T: The First Humans W: <i>Homo erectus</i> : Leaving Friends Behind Th: <i>Homo erectus</i> and the Hobbit / Review Worksheet	M: RQ 1 T: RQ 2 W: RQ 3 Th: RQ 4
W3 10/7- 10/11	Our Closest Ancestors & Us M: Early modern humans T: Who were the Neanderthals? W: Neanderthals and Us: Why are we so alone? Th: Exam 1	M: RQ 5 & Review T: RQ 6 W: RQ 7 Th: Exam 1
W4 10/14- 10/18	State of Transition M: Middle to Upper Paleolithic Transition (Guest Speaker) T: Life in the Upper Paleolithic W: Upper Paleolithic Art Th: The Mesolithic / Review Worksheet	M: RQ 8 T: RQ 9 W: RQ 10 Th: RQ 11 & Research Poster Proposal
W5 10/21- 10/24	World Domination: Global Migration M: Migration to Australia and the Pacific T: Peopling of the Americas: Migration and MegaFauna W: Peopling of the Americas: Kennewick Man Th: Exam 2	M: RQ 12 & Review T: RQ 13 W: RQ 14 Th: Exam 2
W6 10/28- 10/31	Human Ancestry and Popular Culture (Erik is Absent) Watch "The Croods" Watch "Clan of the Cave Bear" Listen to Isaac Asimov's "The Ugly Little Boy"	Movie Paper (100 pts)
W7 11/4 – 11/8	New World Order: The Neolithic "Revolution" and Emerging Civilizations M: Neolithic and the food-producing revolution	M: RQ 15 T: RQ 16

	<p>T: Agriculture in Asia and Korea W: Agriculture in the Americas Th: Maintenance of Hunter-Gatherers Lifestyle / Review</p>	<p>W: RQ 17 Th: RQ 18 & Opinion Paper Due</p>
<p>W8 11/11-11/15</p>	<p>Emerging Civilizations M: The roots of complexity T: Early Civilizations: Old World W: Early Civilizations: New World & Asia Th: Exam 3</p>	<p>M: RQ 19 & Review T: RQ 20 W: RQ 21 Th: Exam 3</p>
<p>W9 11/18-11/22</p>	<p>State Level Civilizations M: Class Choice T: Class Choice W: Class Choice Th: Class Choice / Review (Mesopotamia/Indus, Egypt/Africa, Mediterranean/Europe, China, Mesoamerica-Aztecs, South America-Inca, North America)</p>	<p>M: RQ 22 T: RQ 23 W: RQ 24 Th: RQ 25 & First Draft of Research Poster Text Due</p>
<p>W10 11/25-11/29</p>	<p>Collapse: When it all comes crashing down M: Mayan Collapse T: Easter Island “Collapse” W: Class Canceled Th: Class Canceled (Thanksgiving)</p>	<p>M: RQ 26 & Review T: RQ 27</p>
<p>W11 12/2-12/6</p>	<p>Archaeology and the Public (That means you!) M: Local Archaeology T: Archaeology and the Antiquities Trade W: Tourism and Archaeological Sites Th: Exam 4</p>	<p>M: RQ 28 T: RQ 29 W: RQ 30 Th: Exam 4</p>
<p>W12 12/9-12/13</p>	<p>Poster Project Conference, Monday, December 9th 4:30pm-6:20pm</p>	<p>Poster Projects are DUE!!</p>