

PEOPLE OF THE EARTH

ANTH 2302

January Term 2020

9:00 am - 12:00 pm and 1:00pm - 4:00 pm
Location: Fondren Science Building 157

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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 world prehistory from our first bipedal ancestors to the emergence of cities and states. It uses the archaeological record to trace human biological and cultural developments in different parts of the world. The course represents a travel through time from the origins of the human species, to hunter-gatherer adaptations, to the development of agriculture, social inequalities, and ultimately the rise of complex social and political systems in both the Old and New World. Students will learn about specific cultural sequences in particular regions and evaluate commonalities, as well as differences, between these prehistoric societies. Students will also gain insights into what archaeology and biological anthropology are and how they obtain information that leads to reconstructions of past lifeways.

COURSE LEARNING OBJECTIVES:

The main objective of this course is to acquaint students with evidence concerning the transformations and variations in human societies over time and to familiarize students with the methods and theories developed to account for these prehistoric developments. Ultimately our goals will be:

- 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 described below.

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. 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.

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.

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 TEXTS:

There is one required textbook for this course.

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

COURSE FORMAT & REQUIREMENTS:

This class meets on Tuesdays and Thursdays. Lecture is the general course format. Please feel free to ask questions or raise discussion points in class. It fosters a better learning environment.

Grading:

	<u>Points</u>	<u>Percent</u>
Exercises (total)	100	20%
In-Class Presentation	100	20%
Exam I	100	20%
Exam II	100	20%
<u>Exam III</u>	<u>100</u>	<u>20%</u>
Total	500	100%

Take Home Exercises:

Copies of the exercises will be handed out in class. Assignments must be handed in to the professor. Emailed copies sent to the instructor will not be accepted. The topics covered in these exercises are: Exercise #1. Neanderthals and Modern Humans (35 pts), Exercise #2. 10 Famous Archaeological Sites (30 pts), and Exercise #3. Interpreting Burials (35 pts). All exercises will require using the textbooks to answer questions. Late assignments are docked twenty percentage points for each twenty-four hour period they are late.

Presentation:

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:

There are three, non-cumulative exams required for this course. You may use notes and the textbook during exams, but no electronic devices. The exam format can include: multiple choice, matching, true/false, definitions, short answer, and short essay. These exams may include maps and I expect students to have a good idea of the general chronology of world prehistory within the time period being examined.

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.

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://smu.edu/studentlife/PCL_05_HC.asp and/or <http://www.smu.edu/honorcouncil>.

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, immediate failure of the assignment, possible failure of the course, and/or dismissal from the University. In addition, although attendance is not used in calculating your grade, cheating on attendance will not be tolerated. Any misconduct concerning attendance will result in the submission of a Faculty Disposition form to the Honor Council.

Course Schedule

Date	Topics	Assignments & Readings
Monday 6 January	Human Evolution	Chapter 1, 2
Tuesday 7 January	Ice Age Migrations EXAM 1	Chapter 3
Wednesday 8 January	Early Villages and Cities Mesopotamia Egypt	Exercise #1 Due Chapter 4 and Chapter 8
Thursday 9 January	South Asia East Asia EXAM 2	Exercise #2 Due
Friday 10 January	Africa Europe	Chapter 9
Tuesday 14 January	Pacific Islands Mesoamerica	Chapter 6
Wednesday 15 January	North America South America	Chapters 5,7
Thursday 16 January	EXAM 3 Presentations	Exercise #3 Due