ANTH 110J: Emerging Humanity

University of California, Santa Cruz ◎ Summer 2020 (Remote & Asynchronous)

Table of Contents

Course Description and Goals	2
General Education Requirements	4
Course Materials	4
Course Organization	4
Course Content	4
Assessments	6
Course Grading Criteria	12
Course Policies	14
University Policies	15
Course Schedule	17
Course Bibliography	22

What Students Say

- "Very interesting fun course. It was my favorite class."
- "David was super passionate and very engaging. He loved to help students out and as a non-anthro major, he made me feel at home."
- "Rebecca was a great teacher. She was motivated, cared about students' progress, and was very knowledgeable."

Course Resources

Graduate Student Instructor:
David Ingleman (he/him/his)
ingleman@ucsc.edu
Office Hours: M/W 1-2pm
(Sign-up, drop-in, & email appointment)

Virtual office hours

Optional free e-textbook (course reserve)

Teaching Assistant:
Rebecca Davis
(she/her/hers)
rejdavis@ucsc.edu
Office Hours: Th 2-4pm
(Sign-up or drop-in)

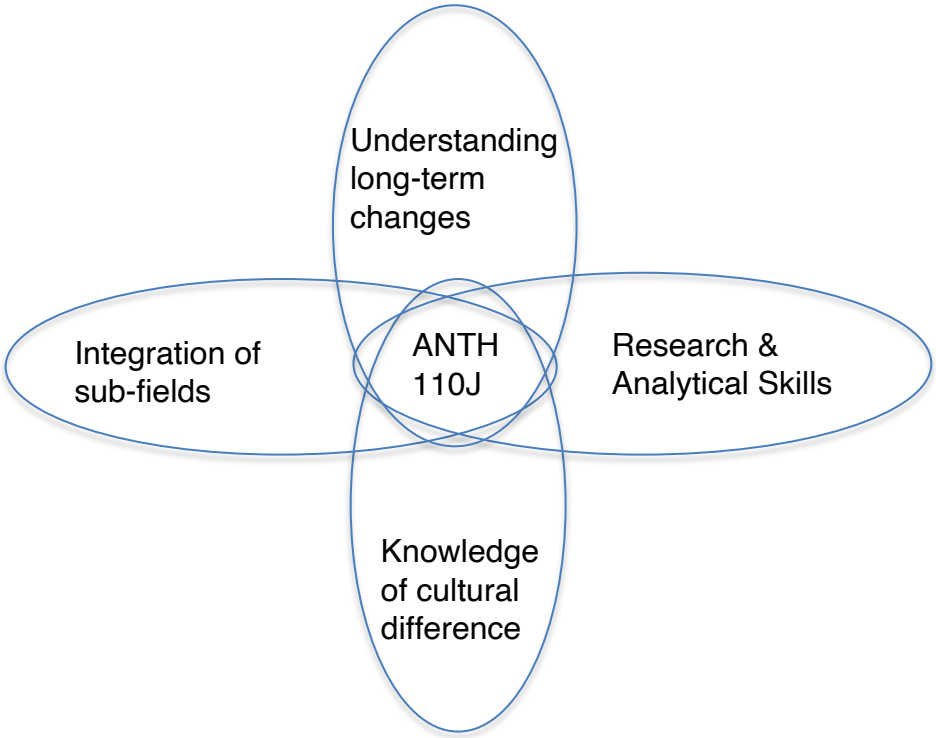
COURSE DESCRIPTION AND GOALS

In this course, we will use an anthropological and archaeological perspective to learn about human history, primarily before AD 1500. We will discover the fossil and material evidence of our earliest human ancestors, as well as trace the more recent history of humanity from forgers/hunters to the emergence of complex societies/civilizations. We will explore topics ranging from human biological evolution to the development of organized human societies, the origins of agriculture, the origins of the world's earliest urban centers, the development of social inequality, and the rise of state-level government.

Learning Outcomes: There are four primary learning outcomes for the course:

- Knowledge of Cultural Differences: Participants will recognize the breadth and depth of human history and gain knowledge of cultural variation and the diversity of perspectives, practices, and beliefs found within and between cultures, by studying the anthropological and archaeological evidence for humanity before AD 1500. Participants will demonstrate this knowledge primarily by identifying key names, dates, theories, and concepts in weekly multiple-choice quizzes. In addition, participants will examine and discuss the evidence for and meaning of cultural variation in exercises and discussion.
- Understanding of Long-Term Changes in Human Behavior and Conditions in Deep Time: Participants will learn to grasp long-term changes in conditions that have shaped humans and the environments they inhabit in various societies predating AD 1500 by studying multiple lines of environmental, archaeological, and bioarchaeolgical evidence. They will demonstrate this knowledge primarily through weekly multiple-choice quizzes and through discussion forums focusing on the process of biological evolution, the development of symbolic thought and technology, the development of agriculture, the rise of social inequality, and the institution of state authority.
- Integration of Sub-Fields: Participants will learn how to integrate cultural, biological, and archaeological perspectives on human bodies, behavior, and institutions by studying anthropological evidence from diverse examples of human societies before AD 1500 and by learning about the history of the field of anthropology. Participants will demonstrate this integrative ability primarily in exercises, discussion forums, and research projects.

- Research & Analytical Skills: Participants will develop basic skills involved in scholarly research and analysis, including locating and critically evaluating scholarly and other information sources relevant to the chosen topic, annotating those sources, and creatively synthesizing their research. Participants will develop and apply these skills through exercises and the research project.



How to Be Successful in this Class: Your success in this class is important to me and it depends on a lot of factors. Among these are study skills, time management skills, and your willingness to ask for help. We will all need accommodations and guidance because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let your instructor or teaching assistant know as soon as possible. Together we'll develop strategies to achieve your goals.

Student Hours for Class Statement: The expectation within the University of California system is that for each credit hour of an accelerated summer course, students spend 6 hours in preparation during the week. For a 5-credit course, this means that students should be spending about 30 hours per week preparing for class. An approximate distribution of the work time for this course each week is as follows:

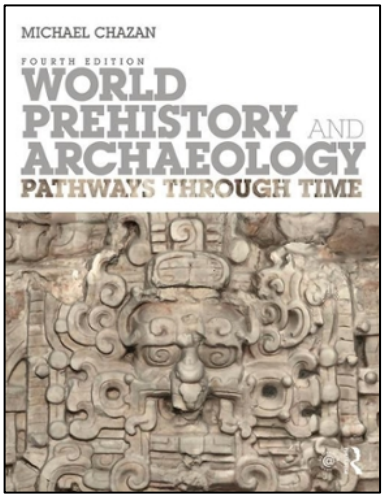
- 6 hours viewing lectures/reading lecture transcripts and taking notes on lectures
- 18 hours analyzing readings, video, and podcasts, and working on projects
- 6 hours completing/submitting assignments and taking quizzes

GENERAL EDUCATION REQUIREMENTS

This course will emphasize and fulfill the University of California, Santa Cruz's Cross-Cultural Analysis (CC), General Education (GE) requirement. Students will gain a broader and deeper understanding of cultures and societies outside of the United States.

COURSE MATERIALS

Links/PDFs to **all assigned readings, streaming videos, and podcasts** will be posted to Canvas and are listed in at the end of this syllabus.



The **optional** textbook (available as a 3-user ebook through the UCSC Library) is:

Chazan, Michael
2018 *World Prehistory and Archaeology: Pathways Through Time*, 4th ed. Routledge, New York.

COURSE ORGANIZATION

This is a practice-oriented, rather than a reading or writing-intensive course. In other words, you will be asked to do, engage, or experience more than you are asked to independently memorize. This 5-week course will be divided into 10 "expeditions" (2 per week). Each expedition has an associated "exercise." There is also one, non-cumulative multiple-choice quiz and one discussion forum associated with the material for an entire week (i.e., two expeditions). In addition, students are required to submit one introduction forum post and one exit survey, as well as the various components of their research project (i.e., proposal, annotated bibliography, plan/outline, peer review, final project).

Odd-numbered exercises (# 1,3,5,7,9) will be available from Monday through Wednesday of the week they are due, while even-numbered exercises (# 2,4,6,8,10) will be available from Monday through Friday of that week. Quizzes and discussion forums will be available from Monday to Friday for the week that they are associated with. All assigned readings, videos, and podcasts will be available in advance. Students should work on their projects throughout the course.

COURSE CONTENT

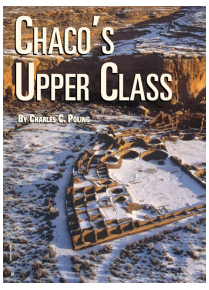
This is a "choose your own adventure" course, meaning that students have several options about what and how they learn. Formal course content will primarily be delivered through four venues: 1) short lecture videos; 2) readings, videos, and podcasts; 3) exercises (e.g., websites); and 4) discussion forum content (i.e., short readings, videos, and audio clips). Most of the content will be delivered through popular presentations, but some will be more scholarly in format.

In order to prepare themselves for quizzes, discussion forums, exercises, and final projects, students will need to complete at least some of the assigned readings, watch the some of the assigned videos, and/or listen to some of the assigned podcasts, and watch all of the lecture videos for each expedition. **The most important content will be summarized in lectures, which students should carefully review.** Students have more choice in which readings, videos, and podcasts they would then like to focus their attention on to prepare themselves to engage in discussion forums.

Lectures: Lectures, to be posted on YouTube, comprise the core of the course. Links to lecture **videos, slides, and transcripts will be posted on Canvas** for each expedition. In general, the lectures will provide context for the readings, videos, podcasts, exercises, and discussions. **All quiz content will be covered in lecture**.

Each video will also have links to optional 3-question pre-tests and 3-question post-tests with optional "minute papers" on "the most important point" and "the muddiest point." The cumulative results of these pre- and post-tests will be anonymously shared within the class. Instructors will answer questions and provide additional resources via a **Lecture Notes Discussion Forum** and a weekly vlog called "**Cozy Anthro Corner**."

Readings: Readings focus on particular aspects of the course content, not all of which will be summarized in lectures. PDFs or links to all the assigned readings can be obtained for free of charge on the Canvas site.



A 3-user ebook of the **OPTIONAL textbook**, *World Prehistory and Archaeology* (Chazan 2018), is available from the UCSC library course reserve. Students must read enough to successfully integrate content from readings into discussion forums if they so choose.

Videos and Podcasts: Streaming videos and podcasts, like the assigned readings, reinforce information contained in the lectures and provide important information not otherwise available in the course content. The links will be posted on Canvas and are provided in this syllabus. Most, but not all, of this content has associated transcripts (e.g., documentaries on Alexander Street and Kanopy) or closed captions (e.g., YouTube). Students must view enough videos and listen to enough podcasts to be able to integrate content from videos and podcasts into discussion forums, if they so choose.

ASSESSMENTS

Students will be evaluated through the following 10 venues: 1) Introduction Forum; 2) Discussion Forums; 3) Quizzes; 4) Exercises; 5) Research Project Proposal; 6) Annotated Bibliography; 7) Research Project Plan/Outline; 8) Research Project Plan Peer Review; 9) Final Research Project; and 10) Exit Survey.

Introduction Forum: The introduction forum **must be completed by June 24** and is worth 2.0 points of your total grade. Your post should be between 150 to 500 words in length. In addition, you may provide a photo or link that helps us to understand your post.

- For 0.5 points, you must introduce yourself, detailing your name, your major, your academic/scholarly interests, why you are interested in taking this course, and one optional "fun fact" about yourself.
- For 1.0 point, you must describe an archaeological (or historical) site that you have visited in the past or that you wish to visit in the future. Minimally, name the site and describe its location (e.g., town, state, country, etc.), when it was occupied (e.g., early nineteenth century, Mesolithic period, ca. 10,000 years ago, etc.), and the site function(s) (e.g., Spanish colonial mission, farmstead, bison hunting site, etc.). Or, tell us about a significant previous experience interacting with archaeologists or artifacts.
- For 0.5 points, tell us about one challenge you will face as you complete this course and how you plan to overcome this (0.5 points). **NOTE: YOU ARE NOT REQUIRED TO DISCLOSE ANY PERSONAL INFORMATION.**

Discussion Forum: There are 5 discussion forums (one per week) worth 3.0 points each (15 points of overall grade). Discussion forums are due on Fridays.

- Discussion forums will ask students to respond to their choice of either reading a short article, watching a video clip, or listening to a podcast.
- Students must then provide an analytical, critical, and reflective 150- to 300-word response to a discussion prompt. Associated images may also be posed. Students **must cite** (in *American Antiquity* format) specific facts/evidence, **including page numbers and/or timestamps.**
- In their responses, students should synthesize course content and **must cite both** forum content (i.e., article, video clip, or podcast) **AND** other facts/evidence the assigned readings, videos, or podcasts from the associated week.
- In addition, students have the choice of **EITHER** providing a thoughtful, evidence-based response to a classmate's post (50 to 100 words), **OR** reviewing two or more articles/videos/podcasts in the prompt and integrating specific information with citations from these multiple sources in a longer (250 to 400 word) response.

Discussion forums are informal safe places for you to express your intellectual curiosity and engage with your peers and instructors on important topics. Think of them as intellectual cafés—gathering places for informed, empirically supported discourse.

Discussion forum grading rubrics will evaluate the following:

- **mechanics** (i.e., avoids typographical, spelling, and grammatical errors)
- **connections** (i.e., makes clear connections between forum and other course content)
- **accuracy** (i.e., makes statements of fact, supported with evidence and citations in *American Antiquity* format)
- **clarity** (i.e., expresses ideas in alternative ways provides examples/illustrations)
- **relevance** (i.e., describes learning that is relevant to the forum topic)
- **depth** (i.e., addresses the complex issues, avoids over-simplification)
- **breadth** (i.e., gives meaningful consideration to alternative points of view)
- **logic** (i.e., demonstrates logical reasoning, with conclusions that follow clearly from it)
- **significance** (i.e., address major issue(s).

Quizzes: There will be 5 non-cumulative quizzes (one per week, covering two expeditions each). Quizzes are due on Fridays. **Quiz content will be based on lectures** (much of which will also be covered in exercises and discussions, as well as assigned readings, videos, and podcasts). Each quiz will consist of 20 multiple choice questions, worth .25 points each (5.0 points per quiz, 25 points total). Quizzes will be available from Monday to Friday. Quizzes are untimed but can only be submitted once.

Exercises: There will be 10 exercises (one per expedition), worth 2.5 points each (25 points of overall grade). Exercises are due on Wednesdays and Fridays. Exercises will ask students to apply or expand on course concepts and content (e.g., virtually tour a museum, generate or examine data, etc.). Exercises must be completed individually, although often times products will be compiled or shared with the class. Some basic equipment (e.g., calculator, pencil/paper, camera, metric ruler), and free software (e.g., Flash, Google Earth) will be necessary to complete some exercises. Some exercises will require you to make observations over several days or at certain times of the day. Students can share their experiences completing exercises in an optional Exercise Discussion Forum.

Research Project: Scholars are ethically obligated to creatively communicate the results of their research to the public (Deetz 1998). Thus, effective popular communication of research is an important skill for aspiring archaeologists, biological anthropologists, science writers, and others to master. However, in practice public presentations by archaeologists are rare and popular media often promotes *pseudoarchaeology* (e.g., *Ancient Aliens*). Instagram, Facebook and other social media sites are also flooded with archaeological claims, often with little supporting evidence or documentation (Holly 2015). Therefore, students who follow different career paths also need to develop skills for critical thinking and life-long learning.

Note, in accordance with the UCSC policy on the Family Educational Rights and Privacy Act (FERPA), **students are not required "to post identifiable homework assignments or projects in a publicly accessible on-line forum (e.g., Facebook, YouTube, and other social media spaces)."** Instead, you should share files within the class through Canvas discussions.

Either individually or in groups of 2 or 3, students will work on a project that provides a well-researched, detailed, and creative presentation of a topic related to the course content. Students may draw inspiration from formal course content (i.e., assigned readings, videos, podcasts, exercises, discussion content), which provides diverse examples of popular presentations of anthropological research**. Students may choose to research one or more ancient hominin(s), society(ies), or technology(ies), or a famous event or debate in the history of archaeology, or any other relevant topic.**

The research project **has five graded components**, including four preparatory components (i.e., proposal, annotated bibliography, plan/outline, plan peer review) and final presentation. Each project component has an associated grading rubric.

1) First, students must post a 150- to 250-word proposal on the Project Proposal Discussion Forum. **Proposals are due July 1.** Proposals must include:

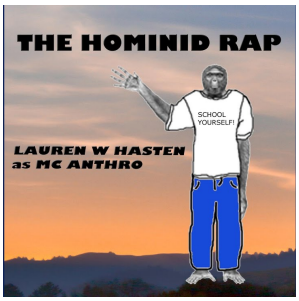
- a clearly delineated **archaeological topic** that will be the focus of the project (e.g., *Homo erectus* migration, Paleolithic hunting, Maya pyramid construction, history of American archaeology, etc.)
- the specific **theoretical, analytical, or interpretive lens** that the project will employ (e.g., biological evolution, gender theory, development of state authority, decolonial anthropology, heritage management, etc.).
- the **format and length** of the envisioned project (e.g., 8-minute music video, 2,000-word Wikipedia-like article with diagrams, 8-panel infographic or meme, 1/60-scale diorama with 150-word interpretive paragraph, etc.).

Choose an educational as well as enjoyable topic and format that would appeal to the general public. For example,

- Artistically gifted students might draw a comic strip recreating a great moment in the history of archaeology, like George McJunkin discovering the Folsom Site, or Donald Johansen finding the australopithecine known as Lucy. Or, students might direct and act in biopics about famous archaeologists, like "Sally and Lewis Binford" (Borges and Borges 2019).

- Other students might decide to write an encyclopedic or Wikipedia-like discussion post about a specific artifact type, site, or archaeological theory.
- Or, you might replicate an artifact and write a blog-like post about it.

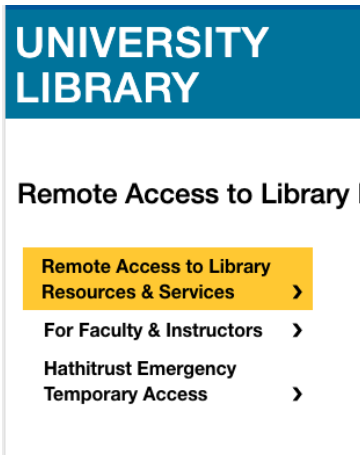
- You could build a physical or digital diorama of a burial platform from the Çatalhöyük site and provide an interpretative paragraph as a caption.
- Or, you might take virtual tours of famous sites and museums and write an editorial-style discussion post about the ethical quandaries we face in the age of digital heritage and COVID.
- Audio inclined students might produce a podcast-like audio recording about an archaeological method, or record a music video about human evolution, like "The Hominid Rap" (Hasten 2012).



If students are interested in working with one or two classmates on a **group project**, they should **provide an additional 50-word description** of the roles they envision for all project partners, including themselves.

You must **justify why the project requires a small group.** Group projects should not reduce individual workloads; they should make complex projects possible or significantly enhance projects. For example, a skit reenacting a debate between two famous archaeologists might require two actors and one narrator. Also, propose how you plan to work in a group while remaining socially distant to stop COVID spread. If working in a group, consider using **Google Drive to share files**, meeting notes, etc. **Post the final composition of the group as a reply.**

2) Second, conduct research on the chosen topic, using **a minimum of 5 outside sources** (e.g., books, websites, articles, etc.), including **at least three scholarly sources, per student.** For example, a group of 2 students would need 10 outside resources, including 6 scholarly sources. You will need to login to the UCSC library website with your CruzID and Gold password or the Campus VPN to access appropriate resources remotely. The UCSC Library Anthropology Research Guide is a great place to get started. Consult your teaching assistant, instructor, or a UCSC librarian if you are unsure about how to find appropriate scholarly sources.



3) Third, post an annotated project bibliography in the Annotated Bibliography Discussion Forum. **Annotated bibliographies are due July 10**. The annotated bibliography should follow *American Antiquity* format and list **no fewer than 3 sources, including at least two scholarly sources**. Each group member must individually read and annotate 3 different sources and post an annotated bibliography. Each annotation should consist of a minimum of 3 to 5 sentences, or bullet points, summarizing specific relevant points/insights/details for each source, including page numbers and/or timestamps, if applicable. These **annotations should be in your own words but can include short quotes.** For example:

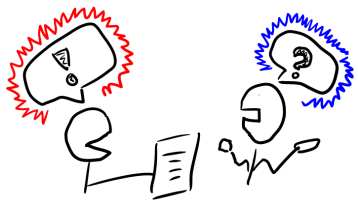
Ladefoged, Thegn N. and Michael W. Graves
2008 Variable Development of Dryland Agriculture in Hawai'i: A Fine Grained Chronology from the Kohala Field System, Hawai'i Island. *Current Anthropology* 49(5):771-802.

> The Leeward Kohala Field System (LKFS) was one of the largest Hawaiian dryland field systems, defined by the construction of "landesque capital," i.e., permanent field architecture, such as walls and embankments. The first phase involved wall and trail construction and intensification of use by decreasing fallow time. After AD1450, people built agricultural terraces (p. 783). Agricultural surpluses supported pig husbandry and construction of monumental architecture (p. 784). Expansion into marginal areas was possibly related to increasing populations and political demands (p. 785).

4) Fourth, create an outline, script, storyboard (consider using Google Slides), conceptual sketch, model, or some other type of project plan and post it on the Project Plan Discussion Forum. **Project plans are due July 15**. The plan should include the project title, as well as specific detailed information, with citations, an embedded bibliography in *American Antiquity* format, and an indication of the format/organization of presentation. Groups should complete this step cooperatively and the final submission should list all group members' names.

Photo: Insight

5) Fifth, post a peer-review comment on at least one other project plan by **July 17.** Comments of 50 to 250 words should address mechanics, connections, clarity, relevance, depth, breadth, logic, and significance of the plan.



6) Sixth, each student must post the following to the Research Project Discussion Forum by **July 24**:

- A personal 50- to 150-word introduction or reflection on their project.
- A link to a website, a file upload, or a text entry constituting the final project. Note, a **condensed bibliography in American Antiquity format must be embedded into the final project presentation.**
- Each student must also post a final **annotated bibliography in American Antiquity format** with **a minimum of 5 outside resources per student** (e.g., books, websites, podcasts, articles, etc.). Note, **at least three of the sources per student must be scholarly (i.e., book and/or a scientific report or article).**

Exit Survey: For 2.0 points, answer the following questions by **July 24**:

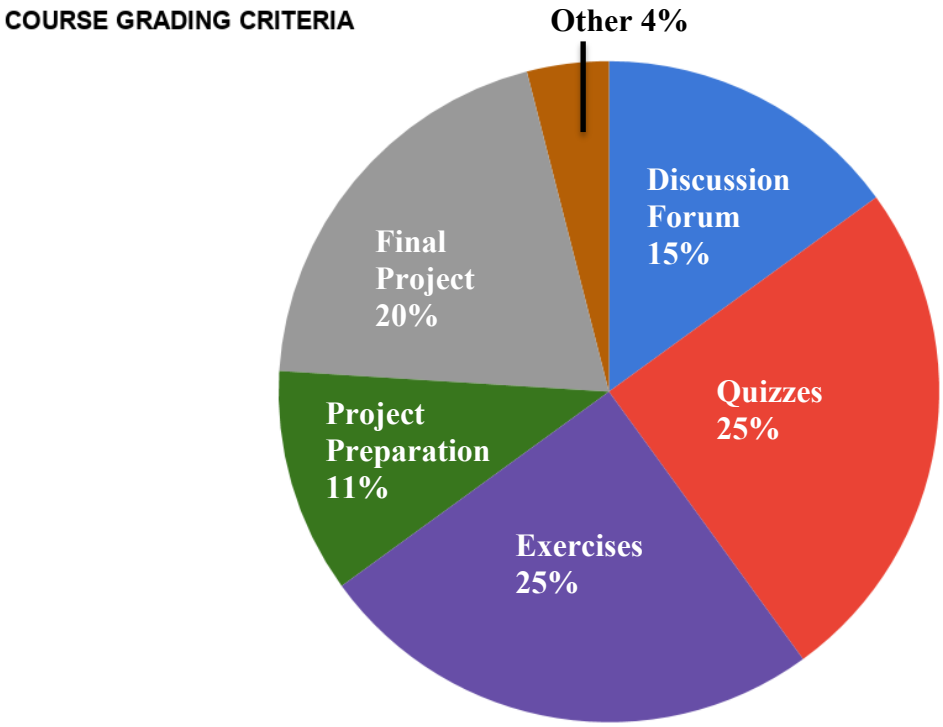
1) What is the **most important knowledge** you gained in this course and why?

2) What **research or analytical skill(s) did you develop** in this course.

3) If applicable, **was group work evenly distributed? Explain.**

COURSE GRADING CRITERIA

Assessment (Category)	Due	Points	Quantity	Total
Introduction Forum (Other)	June 24	2.0	1	2.0
Discussion Forum	Fri.	3.0	5	15.0
Quizzes	Fri.	5.0	5	25.0
Exercises	Wed./Fri.	2.5	10	25.0
Proposal (Project Prep.)	July 1	2.0	1	2.0
Annotated Bibliography (Project Prep.)	July 10	3.0	1	3.0
Plan/Outline (Project Prep.)	July 15	3.0	1	3.0
Plan Peer Review (Project Prep.)	July 17	3.0	1	3.0
Final Project	July 24	20.0	1	20.0
Exit Survey (Other)	July 24	2.0	1	2.0
TOTAL	--	--	--	**100.0**



Grading Scale: The grading scale for the course is as follows:

97-100: A+	84-86: B	70-73: C-	0 – 59: F
94-96: A	80-83: B-	67-69: D+	
90-93: A-	77-79: C+	64-66: D	
87-89: B+	74-76: C	60-63: D-	

COURSE POLICIES

***Citations*:** Students are expected to provide in-text citations with page numbers/timestamps and full bibliographic references, following *American Antiquity* format, for the final project, discussion forums and other written assignments, as appropriate. The *American Antiquity* style guide (Society for American Archaeology 2018) is required reading and will be posted on Canvas under Epedition 1 readings and under course files. It is also available from https://documents.saa.org.

Communications: Instructors will check email daily, Monday through Friday, and generally respond to non-emergency emails within about 24 hours. Please DO NOT expect an immediate response to last minute questions. We expect the same from you.

Office Hours:

- **Instructor office hours** are Monday and Wednesday from 1-2pm for drop-in and by email appointment. To reserve a time slot, add your name to the Google Sheet.
- **Teaching Assistant office hours** are Thursday from 2-4pm for drop-in. To reserve a time slot, add your name to the Google Sheet.

Late Work: The course has been designed to allow for maximum flexibility. However, given the difficult and vulnerable circumstances that many students find themselves in, it is possible that additional flexibility can be warranted. Students who might benefit from extra flexibility should contact the instructor, preferably before the deadline, and together we will develop a strategy to enable you to achieve your educational goals.

Online Behavior: When communicating with your instructor, teaching assistant, and classmates (via email, the Discussion Forums, etc.), please **use proper etiquette and "netiquette".** As a general rule of thumb, **err on the side of formality and civility**— you will never offend someone by being too formal or kind! When in doubt, tone it down. In addition, here are other guidelines:

- **Use proper language:** Typos and errors reflect upon you! And this is an academic environment, so please be as professional as possible in your writing. Avoid typing in ALL CAPS; some people read this as aggressive yelling.
- **Address your recipient properly:** Begin emails and Discussion Forum replies with something like "Hello David" or "Hi Rebecca."
- **Avoid overuse of emoticons and 'texting' writing**: We all love emoticons, but restrain from using them too much. Just a single *tasteful* emoticon could be appropriate.

UNIVERSITY POLICIES

Important Summer Session Remote 2020 Deadlines:

Drop: Monday, June 29
Request for "W": Friday, July 10

Summer is unique. **You will not be dropped for non-attendance or non-payment.** You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: https://summer.ucsc.edu/studentlife/index.html

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Remote Accommodations: The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

***Small Group Tutoring*:** Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class and they must sign up on our online system: TutorTrac. When students sign up for SGT, they are committing to attend every week. For Summer 2020, students can begin signing up for tutoring on **Monday, June 22rd** and tutoring will begin **Wednesday, June 24th**. Students only have to sign up once for tutoring and their appointments will repeat weekly. Sign-ups will close on **Friday, August 14th** for all Summer Session Sign-Ups. This means that after **August 14th,** no new students can sign up for tutoring.

Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can sign up using this link: https://ucsc.go-redrock.com/tracweb40/NoAccess.4sp?errText=insufficient%20credentials%20to%20view%20content

You can also find the link on our website: https://lss.ucsc.edu/index.html

***Academic Dishonesty*:** Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

***Title IX*:** The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.

COURSE SCHEDULE

Expd.	Topics & Activities	Assigned Readings/Videos/Podcasts	Assignments
1	Lecture 1.1: Syllabus Lecture 1.2: Introduction Lecture 1.3: Archaeology Field Methods Lecture 1.4: Archaeology Lab Methods Lecture 1.5: History of Archaeological Theory Lecture 1.6: Current Archeological Theory	READ: ANTH 110J "Emerging Humanity" Course Syllabus *American Antiquity* Style Guide (Society for American Archaeology 2018) "What is Anthropology" (AAA, 2020) "The Past Is a Foreign Country" (Chazan 2018:2-55) "The Golden Marshalltown" (Flannery 1982) "Archaeologists as Storytellers" (Deetz 1998) "Talking to the Guy on the Airplane" (Holly 2015) "The 2020 Race Uprisings and Archaeology's Response" (White 2020) "What is Indigenous Archaeology…" (Milholland 2019) WATCH: "Archaeological Methods, Baseline…Survey" (Colley 2009, 4:08) "Harris Matrix Tutorial" (Wallace 2016, 8:45) "Shovel Bum Joins the Army" (Prouty and de Boer, 6:40) *Sally and Lewis Binford* (Borges and Borges 2019, 4:54) LISTEN: "Can You Dig It? (*Trowel Tales* #3, 2016, 25:18) "Theory in CRMArch" (*CRM Archaeology* #77, 2016, 1:03:16)	**Due June 24:** • Introduction Forum • Exercise 1: Soils for the Archaeologist
2	Lecture 2.1: Human Evolution Lecture 2.2: The Early Hominin Scene Lecture 2.3: Tool Use and Hunting	READ: "Early Hominins" (Warren et al. 2019) "Early Members of the Genus *Homo*" (Yoshida-Levine 2019) WATCH: *The Evolution and Ancestry Rap* (Hasten 2016, 8:26) *Walking with Lucy* (California Academy of Sciences 2013, 1:58) Lucy (Thompson 2012, 53:41) *The Hominid Rap* (Hasten 2012, 7:52) LISTEN: "The Skull" (Krulwich 2014, 21:28)	**Due June 26:** • Exercise 2: Skulls in 3D • Discussion Forum 1: On Evolution • Quiz 1 (Expedition 1 & 2) (Last Day to Drop: Monday, June 29)

Expd.	Topics & Activities	Assigned Readings/Videos/Podcasts	Assignments
3	Lecture 3.1: Expansion of the Hominin World Lecture 3.2: Neanderthals Lecture 3.3: Other Archaic Humans Lecture 3.4: Origins of Modern Humans Lecture 3.5: The Upper Paleolithic	READ: "Archaic *Homo*" (Paskey and Cisneros 2019) "Modern *Homo sapiens*" (Chan 2019) "Ancient Jaw Gives Elusive Denisovans a Face" (Gibbons 2019) "New Species of Ancient Human Unearthed" (Wade 2019) "The Morning of the Modern Mind" (Wong 2005) WATCH: *The Mystery of the Human Hobbit* (Higgins 2005, 49:19) LISTEN: "A Handy Bunch: Tools, Thumbs Helped Us Thrive" (Joyce 2010, 7:46) "Man Against Horse" (Radke and Kielty 2019, 59:13) "How…Palaeolithic… Art…?" (*Arch & Anth Podcast* 2019a, 42:27)	**Due July 1:** • Exercise 3: A Virtual Trip to Lascaux • Project Proposal
4	Lecture 4.1: Peopling of Near Oceania Lecture 4.2: Peopling of Remote Oceania Lecture 4.3: Peopling of the Americas Lecture 4.4: Post-Clovis	READ: "America, in the Beginning" (Swaminathan 2014) "A Paleo-Indian Bison Kill Site (Wheat 1967) "The Prehistoric Pacific" (Terrell 1998) WATCH: Yukon Mega Fauna (Wild Archaeology 2016, 4:02) *The Navigators: Pathfinders of the Pacific* (Lowe 1983, 57:40) *Pu'u o Makuka Heiau Guide* (Day et al. 2019, 7:32) "The Topper Site" (Dixon 2009, 55:15) LISTEN: "The Earliest North Americans…" (*The Archaeology Show* 2018, 54:14)	**Due July 3:** • Exercise 4: Star Compass Navigation • Discussion Forum 2: On Human Migration • Quiz 2 (Expeditions 3 & 4)

Expd.	Topics & Activities	Assigned Readings/Videos/Podcasts	Assignments
5	Lecture 5.1: Perspectives on Agriculture Lecture 5.2: Agriculture in the Middle East Lecture 5.3: Agriculture in Europe Lecture 5.4: Agriculture in Mesoamerica Lecture 5.5: Agriculture in North America	READ: "Jericho" (Kenyon 1967) "Women and Men at Çatalhöyük" (Hodder 2004) "The Neolithic Toolkit" (Curry 2014) "Catching Ancient Maize Domestication in the Act" (Boddy 2016) "Poverty Point…" (Kidder et al. 2008) "Origins of Agriculture in Eastern North America" (Smith 1989) "Between Foraging and Farming" (Smith 1998) "Tracking Ohio's Great Hopewell Road" (Lepper 1995) WATCH: *Myths and the Moundbuilders* (Chedd 1981, 58:11) *Signs Out of Time* (Read and Starhawk 2003, 1:03:09) *Çatalhöyük: A 9000-Year-Old Town* (Hodder 2018, 36:25) LISTEN: "Meet the Neolithic!" (Mills 2018, 51:34) "Poverty Point" (*Stuff You Missed In History Class* 2014, 34:07)	**Due July 8:** • Exercise 5: Poverty Point Sampling
6	Lecture 6.1: African Agriculture Lecture 6.2: New Guinean Agriculture Lecture 6.3: Andean Agriculture Lecture 6.4: East Asian Agriculture	READ: "Origins of Agriculture in East Asia" (Jones and Liu 2009) "Plant Studies Show…Africa's…Key Crops" (Pennisi 2019) "Digging for…Eastern Africa's First Farmers" (Mueller 2018) "New Guinea: A Cradle of Agriculture" (Neumann 2003) "Plant Domestication…in the Andes" (Pearsall 2008) WATCH *Changing the Menu* (Raymond 1989, 1:00:30) LISTEN: "What Can Proteomics… Asia" (*Arch & Anth Podcast* 2019b, 56:47)	**Due July 10:** • Exercise 6: Food Fun • Discussion Forum 3: On the Neolithic • Quiz 3 (Expedition 5 & 6) • Annotated Bibliography (Last Day to Request for "W": July 10)

Expd.	Topics & Activities	Assigned Readings/Videos/Podcasts	Assignments
7	Lecture 7.1: Hierarchy Lecture 7.2: Stonehenge Lecture 7.3: Chaco Lecture 7.4: Cahokia Lecture 7.5: Great Zimbabwe Lecture 7.6: Mesopotamia Lecture 7.7: Egypt Lecture 7.8: Aegean	READ: "Life and Death at Stonehenge" (Balter 2014) "Engineers of Easter Island" (Van Tilburg and Ralston 1999) "Chaco's Upper Class" (Poling 2015) "America's Lost City" (Lawler 2011) "Great Zimbabwe" (Ndoro 2005) "The Tapestry of Power…" (Stone and Zimansky 1995) "The Pyramid Effect" (Zorich 2015) "Labyrinths and Bull-Leapers" (MacGillivray 2000) WATCH: "Cahokia: America's Lost Metropolis" (Gray 1999, 49:56) "The Chaco Phenomenon" (Barnhart 2018, 28:24) "A Beginner's Guide to…Mummification" (Tutwiler 2020, 0:59) LISTEN: "Ancient America-Cahokia Mounds" (ARCH 365 2017, 13:12) "Mesopotamia…" (*Stuff You Missed in History…*2009, 18:07)	**Due July 15:** • Exercise 7: Virtual Tour of the British Museum's Egyptian Sculpture Gallery • Project Plan/Outline
8	Lecture 8.1: The Indus Valley Civilization Lecture 8.2: Chinese Civilization Lecture 8.3: Civilizations Beyond China	READ: "Mohenjo-Daro's New Story" (Lawler 2013) "Chinese History That Is Written in Bone" (Cheung 2018) "Uncovering Ancient Thailand" (Gidwitz 2006) "Japan's New Past" (Edwards 1997) "Mummies of the Tarim Basin" (Mair 1995) WATCH: "A Rosetta Stone for the Indus Script" (Rao 2013, 17:01) *City of the Dead* (Cave 1982, 49:48) "Chinese Bone Burning" (HarvardX 2017, 3:46) LISTEN: "Mohenjo Daro" (*Stuff You Missed in History Class* 2018, 33:43)	**Due July 17:** • Exercise 8: Film Study "City of the Dead" (Cave 1982) • Discussion Forum 4: Sources of Authority • Quiz 4 (Expedition 7 & 8) • Project Plan Peer Review

Expd.	Topics & Activities	Assigned Readings/Videos/Podcasts	Assignments
9	Lecture 9.1: The Origins of Social Complexity in Mesoamerica Lecture 9.2: Maya Lecture 9.3: Aztec Lecture 9.4: Chavín Lecture 9.5: Nasca and Moche Lecture 9.6: Inca	READ: "Unearthing Democracy's Roots" (Wade 2017) "The Arrival of Strangers" (Wade 2020) "Life and Death in a Maya War Zone" (Suhler and Freidel 1998) "Feeding the Gods" (Wade 2018) "Connecting Two Realms" (Atwood 2017) "Andean Odyssey" (Burger 2002) "Grim Rites of the Moche" (Popson 2002) "Inside the Royal Tombs of the Moche" (Schuster and Walker 1992) "Rituals of the Nasca Lines" (Curry 2009) "Engineering: Machu Picchu" (Petroski 2009) WATCH: "City of the Gods: Teotihuacán" (Ramasubban 2006, 44:48) "Chavín and the Rise of Religious Authority" (Barnhart 2012, 28:24) LISTEN: "An Ancient Empire Hiding…" (Crespi et al. 2020, 16:34) "Stringing…an Ancient Empire's Stories" (*Sapiens* 2019, 33:43)	**Due July 22:** • Exercise 9: Nasca from Space
10	Lecture 10.1: Historical Archaeology Lecture 10.2: Racialized Spaces in Plantation Landscapes Lecture 10.3: Invitation to Archaeology	READ: "Power Gardens of Annapolis" (Leone et al. 1989) "American Refugees" (Blackburn 2011) "Ballad of the Paniolo" (Patel 2016) "America's Chinatowns" (Patel 2014) "A Long Road Home" (Belcher and Gaffney-Ansel 2002) "Race and…Historical Archaeology" (Nassaney and LaRoche 2011) WATCH: *Meet Me in the Bottom* (Utsey 2010, 51:29) LISTEN: "Historical Archaeology…" (*CRM Archaeology* #152, 1:06:27)	**Due July 24:** • Exercise 10: Archaeology in the News • Discussion Forum 5: Who Controls the Past? • Quiz 5 (Expedition 9 & 10) • Project Presentation • Exit Survey

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