



ANTH-104: WORLD PREHISTORY

Also listed as: ANTH-104H

Effective Term

Fall 2023

BOT Approval Date

10/13/2022

Discipline

ANTH - Anthropology

Course Number

104

Course Title

World Prehistory

Short Title

World Prehistory

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

- Discussion Boards - Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.
- Email Communication - E-mail communication may be used to reinforce announcement and discussion board communication. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

Honors / Non-honors

ANTH-104H

C-ID (Admin Only)

CB 00

CCC000247072

Course Title

Honors World Prehistory

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course provides an introduction to the archaeological record documenting the development of civilizations, beginning with fully modern human beings. Topics that are studied include the origins of agriculture, the origins of writing, and the development of cities and states. Cultures from around the world will be studied including from the regions of Mesoamerica, the Andes, China, Mesopotamia, Sub-Saharan Africa, Europe and North America, among others.

Codes

TOP Code (CB 03)

2202.20 - Archaeology

CIP Code

45.0301 - Archeology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives**Learning Objective**

1. Distinguish between the data of the archaeological record and the historical record;
2. Describe current explanations for routes of prehistoric human migrations from the Old World to populate Australia, Oceania, North America and South America;
3. Evaluate, using archaeological criteria, the sites purported to indicate when human beings first migrated into North and South America;
4. Describe and critically evaluate various explanations that have been proposed by archaeologists for the development of agriculture;
5. Critically evaluate various explanations that have been proposed by archaeologists for the development of social complexity in human societies;
6. Evaluate the role of the environment and/or climate in influencing subsistence practices and settlement within human societies;
7. Appreciate technological advances in prehistoric human societies as the product of our single human species' intelligence and capacity to develop unique cultural adaptations, all over the world;
8. Critically evaluate pseudoscience explanations for prehistoric phenomena and depictions of the past that discount the contributions of non-western societies;
9. Appraise the archaeological evidence for the presence of plant and animal domestication in archaeological sites;
10. Categorize archaeological evidence for the characteristics of social complexity at archaeological sites;
11. Critically evaluate narratives of the past that discount some forms of social complexity as less advanced or intelligent, and that discount the contributions of non-western societies.

Honors Objectives

1. Examine and evaluate previous empirical research in order to reach conclusions on a particular issue relevant to the study of prehistoric human societies.
2. Synthesize ideas from multiple sources and propose alternative or additional explanations for empirical findings in published works.
3. Develop independent research, learning, and presentation skills.
4. Students will apply course content and skills to assess at least one current major issue in the discipline.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Investigate the connections between the social and biological environments and the invention of food production.
2. Critically evaluate various theories of the development of civilizations.
3. Critically evaluate the relationships that exist between changes in culture and conditions of the environment.

Program Learning Outcomes

Learning Outcome

1. Analyze the interrelationship between humans and their physical environment.
2. Apply the principles of cultural relativism to observations of human behavior.
3. Recognize the validity of people's variable language histories and experiences
4. Recognize the value of archaeological and fossil records.
5. Use Natural Selection to explain hominid evolution.
6. Utilize the scientific method in observations of human attributes (biology, behavior, language, artifacts).

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Introduction to Archaeology and Prehistory

- A. Difference between archaeology and prehistory
- B. Difference between history and archaeology
- C. Definition of science
- D. Definition of hypothesis
- E. Importance of the archaeological record
- F. Timeline of human development
- G. These developments are of one species: fully modern humans

2. The Upper Paleolithic

- A. Europe, Asia and Africa
- B. Art and Technology
- C. How art and technology demonstrate human ingenuity and intelligence at early stages of human development

3. Human Migrations

- A. Settlement of Sunda and Sahul
- B. Settlement of Oceania
- C. Settlement of North and South America
- D. Motivations for human migration into new lands

4. Paleolndian Period to the Archaic Period (New World)

- A. Characteristic artifacts of the Pleistocene vs. the Holocene epochs
- B. Changes in environment, climate, flora and fauna
- C. Humans' development of new technologies are cultural adaptations to changing environments

5. **Mesolithic (Old World)**
 - A. Characteristic archaeological evidence of the period (artifacts and features)
 - B. What these artifacts and features tell us about human life during the Mesolithic
6. **Neolithic (Old World)**
 - A. Characteristic archaeological evidence of the period (artifacts and features)
 - B. What these artifacts and features tell us about human life during the Neolithic
 - C. Role of the environment and food sources in influencing the subsistence practices of a culture: foraging, pastoralism, and horticulture
 - D. The origins of agriculture and sedentism
 - E. Plant and animal domestication
 - F. Explanations for the invention of domestication
 - G. Culture change that accompanies the domestication process
7. **Social complexity in the archaeological record**
 - A. Different categories of social complexity in human societies
 - B. Archaeological evidence: features and artifacts associated with different categories of social complexity
 - C. Explanations for the development of complex societies
 - D. Processes leading to complex societies
 - E. What 'civilization' has meant in the past: restricted to only some forms of social complexity, restricted to western, European, or "white" societies, and discounting some forms of social complexity as less advanced or intelligent
 - F. This cultural construction has often discounted the past technological achievements of non-western, non-European, and often nonwhite societies, and it is false.
 - G. By contrast, complex societies around the world demonstrate human ingenuity
8. **Development of Complex Societies in the Old World**
 - A. Complex societies in Mesopotamia and the development of Sumerian civilization
 - B. Complex societies on the African continent, for instance Egypt and its antecedents
 - C. Complex societies in the Aegean or the Aegean and Mediterranean
 - D. Complex societies in South Asia: Harappan societies and its antecedents
 - E. Complex societies in China and its antecedents
9. **Development of complex societies in the New World**
 - A. Complex societies of Mesoamerica and its antecedents
 - B. Complex societies of South America and its antecedents
 - C. Major centers in North America, constructed by foraging/hunter-gatherer societies
 - D. Mayan and Aztec civilizations
 - E. Complex societies in the New World share characteristics of complex societies in the Old World
 - F. However, complex societies in the New World are not developed from complex societies in the Old World, nor inspired by them—they are independently developed.
10. **Pseudoscience explanations of human prehistory and their implications**
 - A. Depictions of the past based on pseudoscience
 - B. Tendency of pseudoscience explanations to discount the advances of non-western societies (for instance: portraying them as primitive or even alien or non-human)
 - C. Impact of these ideas on our understanding of the human past, and in the treatment of cultural heritage (for instance: theft of human remains and cultural heritage; theft, trafficking, or destruction of artifacts and monuments)
11. **Writing**
 - A. The development of writing in New World and Old World societies
 - B. The effect of the invention of writing upon our understanding of the human past.

Honors Content

- A. The topics to be covered in the honors component are identical to those in ANTH 104 but will be investigated in greater depth.
- B. Supplemental assignments for Honors students will cover specific issues about human prehistory. These will require that the students familiarize themselves with information about the archaeological record for a specific issue such as: the origins of agriculture, the rise of complex societies, the peopling of the New World or of Australia, the correlations between environmental change and culture change over time. Alternatively, the supplemental assignments might focus on these issues within a selected region of the world, or critically examine ideas from popular culture about what factors prompt the development of complex societies, or that project value and relative worth onto different forms of social complexity in the past, especially ideas that denigrate, dismiss, or ignore societies outwith Europe or western civilization. Students may also compare and/or critically evaluate new syntheses of information about the human past or new approaches to the study of the rise of civilizations, for instance those of David Graeber and David Wengrow ("schismogenesis", 2022); Jared Diamond (*Collapse*, 2005); Michael W. Diehl (*Hierarchies In Action: Cui Bono?*, 2000); or Gary M. Feinman and Joyce Marcus (*Archaic States*, 1998). Students may also critically assess different explanations for the rise of complexity in different areas of the globe, for instance feasting (Brian Hayden; Michael Dietler) or competitive aggrandizement and factional competition, or examine scientific evidence for early human activities in greater detail (such as evidence of viticulture or wine and beer production in early states or preceding early states).

Methods of Instruction

Method

Discussion

Integration

In-class discussions and/or discussion groups will be used to stimulate critical evaluations of particular hypotheses about culture change over time (e.g., the development of writing, the origins of agriculture, the origins of art, etc.), the role of the archaeologist in the discovery and representation of prehistory, how to evaluate science from pseudoscience, and the evaluation of various competing models of human migration. It is important, in this class, to stress that the development of complex societies occurred in many areas around the globe, and that all human societies are the product of the inventiveness of humans and use of cultural adaptations to survive in different environments.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms.

Method

Film/video Viewing and Discussion

Integration

Films will be utilized to illustrate particular site or artifact collections, to demonstrate (visually) the environments that have supported prehistoric human activity, and the range of locations around the world where these processes occurred. Films will also be used to present information about migrations patterns, patterns of plant and animal domestication, identification of the role of various archaeologists in discoveries, introduce archaeologists of the past and working today who hail from historically marginalized and racialized communities (such as Black, African, African American, Middle Eastern, South Asian, East Asian, Latino/a/x, etc.), and to evaluate cultural complexity and change in prehistoric societies, and especially to demonstrate the social complexity of human societies in areas of the New World, South Asia, East Asia, or Africa.

DE Adaptations for MOI

Accessible videos will be made available to online students through the CMS as well as through online video databases through the Library (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films). Alternatively, many appropriate films that show world prehistory concepts (such as Cave of Forgotten Dreams, about the Paleolithic cave site Chauvet Cave in France) are available through streaming services.

Method

Homework

Integration

Out of class assignments will integrate information from the classroom with information from the texts and supplemental materials. For instance, map assignments or readings from a wide variety of materials (textbooks, supplemental readings, and magazine articles) will enhance student comprehension of the distribution of domesticated plants and animals and why certain plants and animals were domesticated in certain areas of the world, distribution of different cultures to understand the relationship of one culture to another, and to understand how cultures are represented through time and space. Other homeworks might be used to have students construct timelines or to demonstrate how cultures change over time. These assignments will lead students to evaluate the development of complex societies in many different areas of the globe.

DE Adaptations for MOI

Assignment instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS.

Method

Lecture

Integration

In-class lectures and presentations may be used to introduce topics, present arguments about culture change over time, to examine maps showing the distributions of archaeological materials demonstrating migrations routes, discuss cultural complexity and

present information about plant and animal domestication. In World Prehistory, visual presentations are necessary to understand the spatial and temporal relationships of artifacts and sites, as well as to detect the stylistic differences between various societies, and to demonstrate that social complexity occurred in several areas around the globe, in societies on different continents. This class specifically incorporates the development of complex societies in areas beyond Europe, including in areas of the New World, South Asia, East Asia, or Africa.

DE Adaptations for MOI

Lectures will be delivered synchronously through video conferencing platforms, or for asynchronous classes, provided through the CMS in a variety of formats including accessible PowerPoint presentations and video lectures.

Method

Papers and Reports

Integration

Students will be assigned to write a research paper on a particular site. This will cause them to consider the spatial and temporal context of a site and the cultural changes that caused their particular site to be significant. They will also have to consider the role of the archaeologist in the discovery of prehistoric material. Through the paper they will also examine questions of migration and domestication or be asked to evaluate the development of complex societies in areas of the New World, South Asia, East Asia, or Africa.

DE Adaptations for MOI

Assignment instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS. Some papers and projects may also use asynchronous threaded discussions in Discussion Boards, where students can post their ideas for research projects and compare or share resources or websites related to content for their and other's project ideas. Students can also use discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about the project, and the Instructor or other students can answer.

Additional Methods of Instruction for Honors

A. Students and instructors will meet several times (a minimum of three times) over the course of the semester to discuss research findings or assigned readings or other appropriate topics as determined by the instructor, or to help the student to identify potential research topics or service organizations to contact. These meetings will either be small group meetings with other honors students or one-on-one meetings with the instructor. Adapted for distance learning, Honors meetings will be hosted through video conferencing platforms, including one-on-one meetings between the Instructor and individual Honors students and/or meetings between the Instructor and all Honors students enrolled in that Honors section. Readings will be delivered through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS.

B. Assigned readings and questions posed by the instructor can serve as directed reading exercises to help students understand the significance of particular concepts or texts. Adapted for distance learning, readings will be distributed through the CMS, and students will submit their written answers through the CMS before or during individual Honors meetings using video conferencing software.

C. Depending on the topic of the research project, a field trip to an anthropology or history museum may be used to help honors students gain a more hands-on understanding of the material from the course. Students would also complete a reflection paper of their experience that critically assesses the exhibit according to accuracy, depiction, or effectiveness. Adapted for distance learning, students will complete a virtual tour of a curated exhibit or critically assess a film or documentary about a specific prehistoric society.

D. Oral Presentations may be used to provide students an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions. These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information. Adapted for distance learning, students will meet virtually through video conferencing platforms to give presentations before the Instructor and/or to the Instructor and other students.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams/Tests will be used to assess students ability to evaluate the theories that have been discussed in class. Objective questions (such as True/False or Multiple Choice) will allow the student to demonstrate mastery of the required information and will be evaluated on the basis of accuracy. More involved questions (such as definitions, short answers and short essays) will allow the student to evaluate and appraise different concepts and theories that have been discussed in class and in the readings such as competing models of human migration or the causes of cultural complexity and change. These questions will be evaluated based on accuracy and completeness of answer.

DE Adaptations for MOE

Exams and Tests are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS. Most often instructor feedback will take place within 48 to 72 hours after the due date.

Method

Homework

Integration

Homeworks will be used to allow the student to demonstrate the ability to apply the knowledge obtained from class and readings in a variety of formats. Students will be able to demonstrate the significance of certain sites in different areas of the world such as Mesoamerica, South America, North America, South Asia, East Asia, or Africa and the role that archaeology plays in the modern cultural construction of the human past, human development over time, and the rise of complex societies, as well as the role of archaeology in generating economic growth due to archaeology-related tourism. Homeworks will be evaluated based on accuracy, relevance, and completeness.

DE Adaptations for MOE

Homework will be submitted to the CMS and graded by the instructor. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Projects

Integration

Library assignments will increase library/research skills within the parameters of the course in world prehistory. It will also determine if the student can critically evaluate various explanations that have been proposed by archaeologists for the development of complex societies. Assignments will be evaluated based on applicability of sources used and on accuracy of information presented.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS using rubric and written feedback options.

Method

Papers

Integration

Papers will be used to allow the student to investigate the importance of a theory or of an archaeological site in greater depth demonstrating to the student the relationship between humans and the natural world and the causes and effects of cultural change over time. Papers will be evaluated on the basis of content, accuracy, completeness, proper use of grammar, spelling and syntax, appropriate number and types of sources.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS. Readings related to paper topics will be delivered either through material provided in the CMS or through the assigned texts, and students will access current research through MSJC's online library collections. Some papers and projects may also use asynchronous threaded discussions in Discussion Boards, where students can post their ideas for research projects and compare or share resources or websites related to content for their and other's project ideas. Students can also use

discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about the project, and the Instructor or other students can answer. Instructor feedback will be given within the CMS using rubric and written feedback options.

Integration

Map exercises will increase student ability to recognize environmental parameters for particular sites and/or societies; map exercises will demonstrate if students understand spatial distributions of societies and of plants and animals and how those distributions relate to issues of domestication and cultural change in areas of the New World, South Asia, East Asia, or the African continent. Map exercises will be evaluated on the basis of accuracy and completeness.

DE Adaptations for MOE

Accessible maps (in PDF and other options) will be provided through the CMS, and students will submit their completed maps (in PDF or as pictures or other file options) into the Assignment Pages within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Papers

Integration

Papers will be used to allow the student to critically evaluate the role of pseudoscience in archaeology, and how and why the contributions of non-western societies are usually excluded or discounted. This will also enable the student to evaluate the impact of pseudoscience on explanations of whose cultural heritage is protected and shielded from harm. Papers will be evaluated on the basis of content, accuracy, completeness, proper use of grammar, spelling and syntax, as well as appropriate number and types of sources.

DE Adaptations for MOE

Papers will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Quizzes

Integration

Quizzes will be used to assess students' ability to recall necessary information at regular intervals during the semester. Most quizzes will be composed of primarily multiple-choice, fill-in-the-blank, short answer, or definition questions and will be evaluated on accuracy and relevance.

DE Adaptations for MOE

Quizzes are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors supplemental assignments;

Research papers and other written assignments will be assessed according to the number of references consulted, the kind and quality of references that are consulted, the ability to synthesize information from a multitude of sources into a coherent argument, the depth of analysis, overall accuracy and proper use of spelling, syntax, and grammar, and whether or not directions for the paper and its presentation (such as MLA or APA citations) were followed;

Service learning reflection papers will be evaluated on the thoughtful reflection on the service learning experience, the effective incorporation of academic source material into the reflection, and integration of course themes into the paper. Papers will also be assessed on proper use of spelling, syntax, and grammar and whether or not directions for presentation (such as MLA or APA citations) were followed;

The creative project will be assessed according to the number of references consulted, the kind and quality of references that are consulted, the ability to synthesize information from a multitude of sources, the accuracy of information integrated into the product, the degree to which the product addresses an existing misconception (if relevant), the creativity and presentation of the product, as well as proper use of spelling, syntax, and grammar and whether or not directions for presentation (such as MLA or APA citations) were followed;

The oral presentation will be assessed for clarity, organization, effective integration of material from outside sources, the number and type of references consulted, depth of analysis, overall accuracy, and effective use of images accompanying the presentation, and whether or not directions for presentation (such as MLA or APA citations) were followed.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Utilizing a map of the world that also includes geographical features, locate and mark each of the sites that we have discussed in class. Use colors, symbols, or other to indicate whether the site was discussed during class for its evidence of subsistence practices, or social complexity, or both. Keep this simple and do not include sites from the textbook or from outside readings; simply locate and label each of the sites discussed in class on this map, and identify why the site is important for understanding world prehistory. This will help you to gain a better visual understanding of the location of sites, and also connect information from the course to specific regions of the world and to geographic features that may be related to the major subsistence and complexity developments in that part of the world, and in what time periods.

How assignment will be adapted in online format

The assignment will be done in the online format either by dividing students into breakout rooms and having them complete the map in Google slides or in Google docs (for Synchronous classes) or, in asynchronous classes, providing a blank map as PDF in the assignment pages for students to download or take a picture of and alter digitally. Students will submit their completed map assignment as a PDF, picture, or other file types through the assignment pages in the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will produce a one page (tri-fold) travel brochure based on the archaeological site that you have researched for your paper. Include detailed information about the environment of the site and how it relates to subsistence methods, and characterize the social complexity of at least one key prehistoric period according to recent theoretical models for human societies and social complexity. You will use this brochure to try to convince your fellow students that they should travel to this site. You will informally present these brochures during class period the last week of class.

How assignment will be adapted in online format

This assignment will be completed in the same exact manner in the online format, and submitted via the Assignment Pages in the CMS. Students will create their brochure in digital format using Microsoft word templates, Google slides, or any other online template for brochures, or students will create their brochure on paper (using pens, pencils, etc.) and submit pictures of their completed brochures. Instructor feedback will be given within the CMS using rubric and written feedback options.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Select an archaeologist of your choice (living or dead) from a historically marginalized or racialized background.. Utilize the library, especially the reference materials, to learn about this individual. You will probably use references such as the Dictionary of Scientific Biography, the Academic American Encyclopedia, or the Atlas of Archaeology. Write a brief biography of the archaeologist you have selected. Be certain to include the time period in which this individual practiced archaeology, the main area of interest of the individuals' research, and any significant contributions to our information about World Prehistory that stem from this individual's research. Report on any research findings or investigations that this archaeologist was involved in that were not recognized in contemporaneous scientific communities of the period. Also include an assessment of this archaeologist's educational and economic background, and cultural background if available, and discuss to what extent their background is similar to contemporary archaeologists working at the same time and at a similar level of expertise in cultural institutions (universities, museums, etc.). Also assess to what extent their success was limited by a lack of representation of archaeologists of a similar background operating at a similar level of expertise in this particular time period. At the end of your biography, cite the references that you used.

How assignment will be adapted in online format

This assignment will be completed in the same exact manner in the online format, and submitted via the Assignment Pages in the CMS. Students will access current research through online library collections through MSJC or a University that allows access to library holdings, and submit their research paper through the Assignment Pages within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options.

Honors Assignments**Assignment**

Designated honors students will complete all regular course requirements for Anth 104 and be graded according to the requirements and criteria used for the rest of the class. In addition, Honors students will be expected to complete one of option A, B, or C as well as one of options D, E, or F.

Required or Optional

Required

Assignment

A. The student will complete a research paper, 10-15 pages long, typed, double-spaced on a topic selected by the student in collaboration with the instructor. A minimum of 8 sources of academic quality will be used in the development of the paper. Topics 5 and 6 may alternatively be presented as a 6-10 page paper as well as an oral presentation such as a lecture, debate, interview, or panel discussion (when the number of Honors students enrolled in the section allows). Research will address a particular question about a major issue in the discipline. Research questions to address may include, but are not limited to, the following:

1. Using archaeological evidence, examine the pre-Clovis and Clovis arguments for the initial peopling of the Americas.
2. Compare and contrast the early Europeans' views of Great Zimbabwe and the Mounds in the Southeastern and Midwestern parts of the United States. Explain the role of archaeology in the current understanding of these cultures.
3. The Upper Paleolithic period in Europe was marked by the appearance of modern humans and a particularly unique behavior: Art. Describe these artistic achievements as well as attempt to discuss the explanations of this behavior.
4. Pick two areas of the world where agriculture was independently developed and compare and contrast those areas. Do not compare solely on the basis of food procurement, but instead look at the big picture: what features of social and political organization, population size, etc...they possessed or did not possess in common.
5. Pick an early civilization and investigate how and why it either came to prominence or why it collapsed. Be sure to compare explanations by different archaeologists, and that at least half of your sources present new and recent scholarship (see the Instructor to determine how recent this research should be, as it is different for research on the prehistory of different regions of the world).
6. Compare different explanations for the rise of complex societies in one specific region of the globe, or select a region of the world where complex societies did not emerge, and compare explanations by different archaeologists. Be sure that at least half of your

sources present new and recent scholarship (see the Instructor to determine how recent this research should be, as it is different for research on the prehistory of different regions of the world).

Adapted for distance learning, students will access current research through online library collections through MSJC or a university that allows access to library holdings, and submit their research paper through the Assignment Pages within the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through completing this paper, students will engage with and review academic research. Honors papers should also advance the academic conversation in an effective manner.

Assignment

B. Service Learning: Honors students may engage in service learning projects where they identify a local museum or heritage organization or an organization that promotes an improved understanding and an improved portrayal of prehistoric cultures or the preservation of archaeological sites of prehistoric cultures. The student will volunteer as part of the community outreach component of that organization. Ideally the organization would not be one that the student is already familiar with. If this option is selected, the student is required to complete a proposal prior to the beginning of the volunteering and is expected to volunteer a minimum of 10 hours over the course of the semester, keeping track of their hours and submitting a record of their hours as part of the project. The student will also be expected to complete a 6-10 page reflection paper on the experience that also incorporates a minimum of 3 outside, academic sources and connect the content of these sources to specific concepts from the course. The student will also be encouraged to share any reflection or findings with the organization.

Adapted for distance learning, students will complete their volunteering in a distance format that is approved by the organization and meets the needs of the organization, and preferably through methods that the organization already facilitates. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the community and be able to see how people interact with the chosen organization.

Assignment

C. Creative project: Honors students may also complete a creative project that develops a product or campaign that corrects misconceptions about the prehistory of a region of the world that is commonly ignored or downplayed. Students could focus on the transition to agriculture in this region of the world, the rise of complex societies in this region of the world, or other topics identified by the Instructor. The student would consult a minimum of 6 outside sources of academic quality in the development of the project, and incorporate current research about this topic into their product. Additionally, the student will present their creative project to other students and the Instructor or to the Instructor and an organization dedicated to the research of or curation of objects from cultures from this region of the world. Ideas for possible creative projects include, for instance, a 10-15 minute video documentary about monumental architecture in the Indus Valley; a comic book presenting different explanations for the decline of Mayan civilization; a skit depicting different explanations for the construction of monumental architecture and beer production in Mesopotamia; a clay sculpture project reconstructing different drinking vessels from the period of early state formation in Anatolia, coupled with an oral presentation explaining how their handling was a demonstration of status, etc.

Adapted for distance learning, students will access current research through online library collections through MSJC or a university that allows access to library holdings, and submit and present their product through the CMS or using video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact in an academic manner with others while helping to gain skills that will help them as they continue on their educational path.

Assignment

D. Oral presentation: The student will complete a 10-15 minute presentation using the material and conclusion generated through the research constructed from option A, B, or C. The presentation will be done before either the class as a whole or in another venue (such as the college-wide research symposium, or to the organization where the student performed the service learning volunteering, or an organization devoted to the study of or curation of objects related to the topic of the student's research).

Adapted for distance learning, students will meet virtually through video conferencing platforms to give presentations before the Instructor and/or to the Instructor and other students. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact in an academic manner with others while helping to gain skills that will help them as they continue on their educational path.

Assignment

E. Students will carry out reading assignments beyond the scope of the textbook. Additional articles and books about issues in the discipline will be assigned for reading, summary and/or review. Examples of books that might be assigned include (but are not limited to): *The Dawn of Everything* by Graeber and Wengrow; *The Invisible Sex* by Page, Adovasio and Soffer; *Lost World* by Koppel; or *Europe Between the Oceans* by Cunliffe. Multiple articles on similar topics may be compared and contrasted in order to evaluate the kind of information they present, especially when viewed together, for instance several articles that present different interpretations of the organization and functioning of a complex society, or several articles that present different hypotheses for how complex societies emerged in one particular area of the globe, or why complex societies developed in a different way in one particular area of the globe. The student will also complete a 1-3 page response paper analyzing some of the themes in the readings and discussion and may also participate in a small group discussion with the instructor and other honors students.

Adapted for distance learning, readings will be distributed through the CMS, and students will submit their written answers into the Assignment Pages within the CMS to the Instructor before or during individual Honors meetings using video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Through reading these selected texts, students will be able to gain knowledge and perspectives about prehistoric cultures around the world and how scientific evidence is applied to interpret human activities within these cultures. The student will become aware that the scientific process, in archaeology and for prehistorians, involves replication through discussing ideas with others and having other scholars reexamine your data or present different and new data and new ideas on the same civilization or human cultures.

Assignment

F. Students will visit an anthropology or history museum and submit a 2-5 page response paper of their experience. The response paper will discuss how specific materials on display in the museum connect to themes from the course, such as the accuracy of the portrayal of the society in question, the degree to which the exhibit feeds into or corrects common misconceptions about the society, how effectively the exhibit is able to communicate complex information about the society, or other topics as determined by the instructor.

Adapted for distance learning, students will complete a virtual tour of curated museum exhibitions (not simply online collections), or view films or documentaries that present information about a prehistoric society. Students will submit their response papers into the Assignment Pages within the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

By visiting a museum and completing a response paper of their visit, the student will observe firsthand how museum materials and academic research are presented to the public, and reflect upon the decisions by curators and museum staff to translate this research to visitors. Students will also be able to observe and reflect upon how curation attempts to communicate sometimes very complex information to museum visitors, at least some of whom only regard a display for a very short time.

Course Materials

Textbooks

Fagan, Brian M. and Nadia Durrani (2022). World Prehistory: The Basics. Routledge. ISBN: 978-1-032-01112-7 (paperback) and 978-1-003-17732-6 (eBook).

Chazan, Michael. 2021. World Prehistory and Archaeology: Pathways Through Time (5th edition). New York: Routledge.
ISBN 978-0-367-41570-9
ISBN 978-0-367-41568-6
ISBN 978-0-367-81527-1

Feder, K. (2019). The Past in Perspective. 8th edition. Oxford University Press. ISBN: 978019027585310770

Scarre, C. (Ed). 2018. The Human Past: World History and the Development of Human Societies. 4th edition. Thames and Hudson. ISBN: 978-0-500-29335-5.

Open Educational Resources

Prehistoric Art: O.E.R. Collaboration Wiki: <http://www.oercommons.org/courses/prehistoric-art/view>

Digging Into Archaeology: A Brief OER Introduction to Archaeology with Activities.
Amanda Wolcott Paskey and AnnMarie Beasley Cisneros.
<https://www.oercommons.org/courses/digging-into-archaeology-a-brief-oer-introduction-to-archaeology-with-activities>

SmartHistory videos on YouTube such as The importance of the archaeological findspot: The Lullingstone Busts: <https://smarthistory.org/lullingstone-busts/>

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

One of the main goals of this class is to demonstrate that complexity in human societies all over the world is the product of our single species' intelligence and advanced capacity for cultural adaptations. It does so by broadening students' understanding of the human timeline, and introducing them to the processes that led to human sedentism, settled agriculture, and complex social formations, all over the world. Through map exercises, student projects on archaeological sites, and class discussions, students' conceptions of human advancement and 'complexity' are expanded far beyond a western-centric and European-centric approach. In fact, the bulk of content for this course examines non-western cultures. Through lecture material, visual imagery and films, and student projects on archaeological sites, students come to recognize key artistic and cultural achievements of prehistoric societies in South Asia, South America and Mesoamerica, on the African continent, in the ancient Near East (including the modern political 'Middle East'), and more. They also come to understand that human ingenuity is the reason for a wide variety of cultural adaptations, including social and political formations, in different environments and climates the world over.

This course also critically evaluates depictions of the past in popular imagination and in popular culture, which often discount the contributions of non-western, non-white, and non-European societies. Pseudoscience explanations of the past and/or depictions of the past that prioritize only some forms of social complexity usually uphold ideas from colonialist and white supremacist narratives that only European and 'white' societies are complex and advanced. Students examine such explanations in depth through class discussions, readings, and/or research papers. Through these assignments students come to understand that such assumptions are false, hubristic, and ultimately harmful to our own understanding of our species' unique intelligence.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To facilitate the instruction of diverse learners, assignments include both formative and summative assignments to help scaffold the approach of students with different learning styles to the array of information about prehistoric human societies, and to be able to demonstrate an understanding of archaeological sites and current theoretical approaches to social complexity and the rise of human civilizations. Many assignments also allow students to choose which archaeological sites and areas of the world to examine, which enables students to connect with content in the class or take ownership of class material to a greater degree.

Methods of instruction and methods of evaluation also present course information in a variety of ways in order to cater to different learning styles. While lecture and film presents information through narrative, student projects such as map assignments, brochures, and reports on an archaeological site allow students to demonstrate their knowledge in creative and more visual ways. These projects also enable students to demonstrate their knowledge in a manner that allows them to take ownership of the material (by selecting the archaeological site or area of the world to investigate). In-class discussion and projects examining the impact of pseudoscience allows students to understand that how we depict the past, and which societies we prioritize or ignore, has a direct impact upon humans' understanding of themselves, their capabilities, and pride in their own heritage. This allows students to connect with the material on a personal level, making it relevant to their own lives.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in student-to-student interaction through the use of small group discussion, either in person or through the use of breakout rooms in synchronous online classes. Additionally the use of the CMS Discussion Boards will also facilitate student-to-student interaction. Student-to-student interaction is also facilitated through projects on archaeological sites, which can include a travel brochure that students are asked to create in order to encourage other students to visit that archaeological site. This project can also be done as a group project in a collaborative Google slide activity, done outside of class or during class time, during Zoom breakout sessions. Map exercises, when done during class time or in CMS discussion boards, also enable students to interact in order to compare their understanding of archaeological sites in different areas around the globe.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction will be achieved through the use of lecture, either in person, mediated via video-conference software (if synchronous online), or through the use of online lectures (Video, audio or text lectures). Instructor-to-student interaction is also facilitated through feedback on assignments, exams, and projects. The instructor will also lead group discussions either face to face or through CMS Discussion boards, with the instructor providing guidance and clarification on key concepts from the class as well as how to understand the material, for instance how archaeological evidence is used to reconstruct an understanding of the rise of civilizations, according to different theoretical perspectives.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments, for instance map exercises, reports and projects, and research assignments. In addition, class discussions either in-person or through the CMS Discussion board will enable students to distinguish between the evidence for different cultural changes in human prehistoric societies around the globe,

as well as distinguish between explanations of the past that rely on pseudoscience versus those that rely upon archaeological evidence. Individual and group projects and reports allow students to examine archaeological sites or areas of the world in greater detail, facilitating a more in-depth understanding of specific archaeological sites or different theoretical approaches to the rise of complex societies in different areas of the world.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction will be achieved through the use of class discussions, either face-to-face or through CMS discussion boards, and in student projects and papers examining an archaeological site or the role of pseudoscience in depictions of human prehistory. Writing assignments such as creating a travel brochure or examining a case of pseudoscience allow students to connect with the material for the course on a deeper level, exploring how depictions of the past often have a larger impact on the story of the human past that is depicted in popular culture.

Through readings, lectures, activities, and discussions, students will be encouraged to consider how depictions of the human past have an impact upon humans' understanding of themselves, their own capabilities, and the value of their own cultural heritage. These activities also encourage students to consider in depth whose cultural heritage is protected and shielded from harm, and whose cultural heritage is dismissed or ignored.

Key: 150