

ANT 120

World Archaeology

Model Syllabus

This is one example of how an individual instructor might develop a teaching syllabus. Guidelines for instructors are highlighted in grey. Variations are acceptable so long as the sections and / or content highlighted in yellow appear on all teaching syllabi. If in the future the wording of required sections such as the Liberal Arts Curriculum & GT Pathways is changed by the LAC committee or others, the updated language will replace that shown here.

Instructor Name: Dr. Andy Creekmore

Instructor Contact Information: andrew.creekmore@unco.edu tel. 351 2761

Instructor Office Location and Drop-in Hours: 2200 Candelaria; Tuesday and Thursday, 10:10-11; 12:15-1:15.

Class meeting place and time: CAND 2283 TR 9:30-10:45 am

Course Credits: 3

Course Catalog Description: This course reviews the archaeological evidence for major developments in human culture from the evolution of our species to the development of agriculture, cities, and states.

Course Description: In addition to the course catalogue description, we recommend that instructors also include a more detailed course description, as in the following example.

This course surveys human prehistory from the appearance of the first hominins 4.5 million years ago to the development of states and empires around the world. We take a comparative perspective centered on several key questions:

1. How does archaeology differ from pseudoarcheology and why is this distinction important?
2. What distinguishes us from our primate ancestors? How, when, and where did we develop distinctively human traits?
3. When and how did we develop key aspects of our culture, including art, symbolism, ideology, and technologies such as stone tools, cooking, weaving, pottery manufacture and metallurgy?
4. What are the origins of plant and animal domestication, sedentism, and agriculture?
5. How and why did cities and states emerge around the world?

As we investigate these questions, we will review the archaeological methods and theories related to collecting and interpreting the material remains that make up our data.

Liberal Arts Curriculum & GT Pathways

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks category. The Colorado Commission on Higher Education has approved ANT 120 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS3. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

The course mapping provided here is just one example. An individual instructor may develop different assignments and content to meet the course learning outcomes and competencies. The instructor should edit the “course mapping” column.

LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Explain an Issue. <ol style="list-style-type: none"> a. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. Utilize Context <ol style="list-style-type: none"> a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one’s own and others’ assumptions. 5. Understand Implications and Make Conclusions <ol style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>Corresponding weeks and assignments:</p> <p>1a) Lecture/material/in-class discussions or assignments: 1, 3, 5, 6, 7, 15; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution</p> <p>2a) Lecture/material/in-class discussions: 1, 2, 3, 5, 6, 7; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution</p> <p>2b) Lecture/material/in-class discussions: 1, 3, 5, 7, 15; Assignments: Pseudoarchaeology, Neanderthals</p> <p>2c) Lecture/material/in-class discussions: 1, 3, 5, 7, 15; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution</p> <p>5a) Lecture/material/in-class discussions: 3, 5, 6, 7, 15; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution</p> <p>5b) Lecture/material/in-class discussions: 3, 5, 6, 7, 15; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution</p>
<p>Diversity & Global Learning: Competency in diversity and global learning refers to a student’s ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Build Self-Awareness <ol style="list-style-type: none"> a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. 2. Examine Perspectives 	<p>Corresponding weeks and assignments:</p> <p>1a) Assignments: Pseudoarchaeology, Neanderthals,</p>

<p>a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.</p> <p>3. Address Diversity</p> <p>a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.</p>	<p>2a) Lecture/material/in-class discussions: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; Assignments: Pseudoarchaeology, Neanderthals</p> <p>3a) Lecture/material/in-class discussions: 1, 3, 7, 10, 11, 12, 13, 14, 15; Assignments: Pseudoarchaeology</p>
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Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3)	Course Mapping
<p>Students should be able to:</p> <p>a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.</p> <p>b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.</p> <p>c. Understand diverse perspectives and groups.</p>	<p>Corresponding weeks and assignments:</p> <p>a) Lecture/material/in-class discussions: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution, Virtual exhibit</p> <p>b) Lecture/material/in-class discussions: 1, 3, 5, 6, 7, 15; Assignments: Pseudoarchaeology, Neanderthals, Models of Human Evolution</p> <p>c) Lecture/material/in-class discussions: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; Assignments: Pseudoarchaeology, Neanderthals</p>

Course Learning Outcomes

In this course students will:

- Identify and distinguish the major periods in the history of archaeology and its major theoretical paradigms.
- Identify and distinguish the major archaeological methods.
- Explain how scientific archaeology differs from pseudoarchaeology.
- Identify and distinguish the major hominins, including the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space.
- Evaluate the biological and cultural differences between humans and other hominins and identify the behaviors that distinguish humans from their ancestors.
- Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world.
- Identify and distinguish the impacts of agriculture upon different cultures.
- Identify and distinguish the key traits of several middle-range complex societies.
- Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form.
- Describe and compare the socio-political development of cities, states, and empires.

Upon completion of this course you will be able to:

- Explain how the history of archaeology shapes modern archaeological practice, and how scientific archaeology differs from pseudoarchaeology.

- List the major hominins, describe the physical, ecological, and cultural characteristics of each, the fossil and genetic evidence that links hominins in the human family tree over time and space, and the theories and models that explain the evolutionary process.
- List the key factors, plants, and animals central to the domestication of plants and animals and the development of agriculture around the world and describe the impact of agriculture upon cultures.
- Describe and compare the socio-political development of cities, states, and empires around the world.

Departmental Learning Outcomes

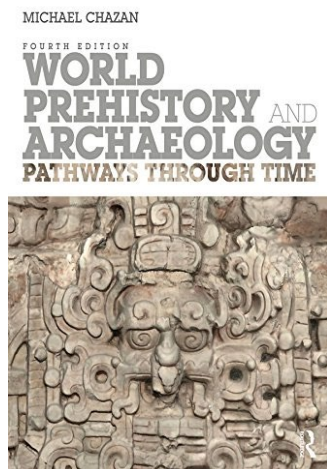
These change over time. Consult with the department chair for the most up-to-date SLOs.

This course addresses two of our department learning goals:

- Students will be able to explain the diversity of humankind, past and present. This includes knowledge of how social practices vary across cultures, understanding of the ways that humans adapt to their environment, and knowledge of the ways that material remains are used to interpret past human behavior.
- Anthropology major graduates will be able to formulate an argument and use anthropological evidence to support it.

Required Text/Course Materials:

1) World Prehistory and Archaeology by Michael Chazan, 4th Edition. This edition has the following image on the cover:



2) Readings posted to Canvas (<http://unco.instructure.com/>)

The reading load varies. Be sure to look ahead on the syllabus periodically so you can manage your preparation time effectively.

3) Films and short videos listed in the notes for each week (links provided). Some films are 5 minutes, others are an hour or longer. Be sure to look at the posted length early in the week so you can plan your time accordingly.

Course Purpose

There are those who believe...that life here began out there, far across the Universe...with tribes of humans...who may have been the forefathers of the Egyptians...or the Toltecs...or the Mayans...that they may have been the architects of the Great Pyramids...or the lost civilizations of Lemuria...or Atlantis. –Opening narration, Battlestar Galactica 1978

This catchy opening to Battlestar Galactica reverberates in popular media today and implies that we do not have evidence for the origins of humans and great civilizations, that such things are a matter of belief. In fact, we have overwhelming archaeological evidence for the evolution of the human body and human culture, as well as the development of civilization right here on earth. The purpose of this course is to review the archaeological evidence for the major developments in the exciting course of human biological and cultural development around the world, from the earliest proto-human beings to complex urbanized states.

Course Policies:

- Policies for determining final grades in the event that a university closure occurs during the class's final exam period:

Instructors must include their specific procedure for determining final grades if the university is forced to close during the scheduled final exam period.

Emergency contingencies

If the university closes during our final exam period due to weather or other emergency concerns, final grades will be calculated based on the work you have completed prior to the final exam, unless the instructor decides to administer the exam online via the course website (canvas), or via email (e.g. send an email attachment that includes an essay or other work completed at-home). The decision about whether to have an online exam or files sent by email attachment will depend upon the format of the exam and reliable internet access.

Course Assignments:

Instructors may determine appropriate assignments to evaluate student achievement of course learning outcomes. Possible examples are listed below.

Please log on daily to our course website (on Canvas) and check e-mail to keep up with announcements and to ensure all tasks are completed according to the schedule. Your grade is based on your combined score for the following activities:

Note: Assignments will be graded for quality, (how well they answer the questions posed), completeness (addressing all aspects of the assignment), and integration, when necessary (e.g. paragraphs should be in essay format, not simply a list of answers to questions).

(% of final grade) Description

(30%) **Quizzes.** There are six quizzes on Canvas, each covers 2-3 weeks of the course. Quizzes open at 8am on Friday and close at the end of the day 1 week later. Quizzes consists of multiple choice and true/false questions taken from the readings, instructor notes, embedded videos, films, assignments, and discussions for the weeks its covers as designated on the schedule. Quizzes are open book, open note, but are timed. Thus, to ensure success I recommend that you complete all the textbook and non-textbook readings, study questions for non-textbook readings and films, watch the embedded videos or film assignments, and review your course notes before starting the quiz. You will only have one opportunity to take each quiz. If a quiz is missed due to unforeseen circumstances such as illness or family emergency, arrangements will be made so no penalty is imposed, but only if the legitimacy of the conflict is adequately explained and the instructor is contacted within 24 hours of the examination date. All make-up quizzes must be taken within one week after the originally scheduled quiz.

(25%) **Assignments:** Neanderthals, Models of Human Evolution, Pseudoarchaeology

(20%) **Assignment:** Virtual museum exhibit

(10%) **In-class activities or assignments**

(5%) **Completing pre- and post-course assessment quiz:** This quiz is not graded but you will receive credit for completing it at the start and end of the semester. Its purpose is to assess some of our key learning objectives.

(10%) **Attendance and participation.** Attendance will be counted towards the attendance grade on 10 random occasions. Your presence or absence on those dates will be combined with observations of your participation during class to determine your participation and attendance grade. You should exhibit preparation for class (completed readings or assignments) and engaged participation in class activities. Please avoid disruptive or inattentive activities, including excessive use of electronic devices for purposes other than classwork, habitually arriving late or leaving early without explanation, and disengaged completion of in-class activities.

Grading Procedures

All assignments, exams, etc., have a due date, after which they will not be accepted for grading except in special circumstances. Final grades are based on a standardized scale listed below. Extra credit is not offered. There is a deadline if you decide that you want to **drop (Sept 1) or withdraw (Dec 1)** from this class and there is an official drop or withdraw procedure that must be followed. If you do not follow this procedure correctly, you will receive an "F" at the end of the semester. The procedure is described here: <https://www.unco.edu/registrar/registration/add-drop-withdrawal.aspx> Please contact the registrar at that page if you have any questions about the procedure.

Course Grading Scheme:

Grading Scale (Note: Final grades are *not* negotiable).

<u>Percentage</u>	<u>Letter Grade</u>	<u>Quality Points</u>
93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

AI

All assignments will be submitted to AI detectors. Any assignment that is found to have used generative AI tools in unauthorized ways will receive a failing grade.

The use of Artificial Intelligence or AI such as ChatGPT and others is permitted in this course for the following:

- Building an outline to organize your ideas for writing assignments.
- Checking grammar and style.
- Learning more about a subject of interest.

The use of AI is not permitted for the following:

- Impersonating you in classroom contexts, such as using a tool to write a discussion board post.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Composing drafts or final versions of written assignments.
- Taking exams, whether online or in person.

Instructional Methodology and Communication

This course takes place face to face on campus but also uses the Canvas online portal <http://unco.instructure.com/> for course content including some recorded presentations, non-textbook readings, and other materials, as well as for course announcements and submitting assignments. If you need assistance with Canvas, contact the Technical Support Center at <http://www.unco.edu/canvas/student-support/> or call (970) 351 – 4357 or 1-800-545-2331 (M-Th 7am – midnight; F 7am-5pm; SS noon to 7pm). Canvas uses a notification system. All notifications are sent to your UNC email account and any other email accounts you add. Please update your notification preferences so that you receive all pertinent information you may need for this course--especially email, assignment comments, and conversations. Email sent about the course will go to your UNC email account. If you fail to receive important course communication due to a notification preference issue, you

will not be excused or exempt. The instructor will communicate with students through Canvas using the Announcements, or by email. Emails not originating from Canvas or your bear mail will not be read or answered.

Technical Essentials

- Hard Line: I recommend that you complete all timed online assignments, such as quizzes, on a hard line, not wireless, because if your connection drops then you could lose your opportunity to complete the assignment.
- EMAIL address: The default email for Canvas is your UNC Bearmail. If you would like your UNC e-mail forwarded to another mail address, your URSA student page or the helpline can assist you with changing this. When I send email to the whole class I will use the single click link on Canvas. I also make frequent use of our Canvas announcements page, so check that often too.
- To successfully complete the course you should have a general familiarity with a personal computer and be able to log onto the course Canvas page several times a week to download and upload readings and assignments, and to view announcements. Necessary equipment and software include:
 - A computer with internet access, and a web browser (free versions include Explorer <http://windows.microsoft.com/en-us/internet-explorer/download-ie> Firefox <https://www.mozilla.org/en-US/firefox/new/> , Google Chrome <http://www.google.com/chrome/> ,and Apple Safari <http://www.apple.com/safari/>).
 - Microsoft Word, or convertible software, in order to upload assignments to Canvas that I can download and open. If you don't have MS Word, be sure to convert your file or save it as a PDF or rtf (rich text file).
 - Adobe Acrobat Reader to view readings and assignments (free version <http://get.adobe.com/reader/?promoid=BUJGO>).
 - Video player (free versions include, Real Player <http://www.real.com/>, and VLC media player <http://www.videolan.org/vlc/>). Your browser may open videos in Adobe Flash player, which is integral to the browser.

Course Readings (in addition to the textbook, posted to Canvas in the weekly modules)

Adovasio, J.M., Soffer, Olga, & Page, Jake

2007 The Fashioning of Women. In *The Invisible Sex: Uncovering the True Roles of Women in Prehistory*, pp.169-192. New York: Smithsonian Books.

Diamond, Jared

1999 The Worst Mistake in the History of the Human Race. In *Lessons from the Past: An Introductory Reader in Archaeology*, edited by Kenneth L. Feder, pp. 20-23. Mountain View, CA: Mayfield Publishing Company.

Epstein, Stephen M.

1987 Scholars Will Call It Nonsense: The Structure of Erich Von Daniken's Argument. *Expedition* 29 (2): 12-18.

Gibbons, Ann

2009 Breakthrough of the Year - *Ardipithecus ramidus*. *Science*, Vol 326 (5960): 1598-1599.

Gibbons, Ann

2010 Close Encounters of the Prehistoric Kind. *Science* 328 (7 May): 680-684

Gibbons, Ann

2011 A New View of the Birth of *Homo Sapiens*. *Science* 331 (28 January): 392-394.

Molleson, Theya

1994 The Eloquent Bones of Abu Hureyra. *Scientific American*, 271(2): 70-75.

Rozakis, Laurie

2007 What is Plagiarism -- and How Do I Avoid It? In *Schaum's Quick Guide to Writing Great Research Papers*, by Laurie Rozakis, pp. 117-127. New York: McGraw-Hill.

Smith, Michael E.

1997 Life in the Provinces of the Aztec Empire. *Scientific American* September, pp.76-83.

Class Schedule

Instructors may determine appropriate topics, materials and tasks to facilitate student achievement of the course objectives. This should include a list of deadlines for accomplishment of assignments. These may be displayed in a list, chart, or other format. The chart below is one example.

ANT 120 World Archaeology SCHEDULE

Week, Unit, and Meeting information	Course Learning Objectives	Assignments All notes, films, discussion boards, quizzes or tests, non-textbook readings, etc., are posted to canvas; see weekly modules for links and info.
1 AUG 26-SEPT 1	<p><i>History of Archaeology and its Major Paradigms</i></p> <ul style="list-style-type: none"> Identify and distinguish the major periods in the history of archaeology and its major theoretical paradigms. 	<p>Complete the following:</p> <ul style="list-style-type: none"> On Canvas: read through instructor notes. Read <i>World Prehistory and Archaeology</i> (WPA) Ch 2: pp. 34-55. On Canvas: Take ANT 120 pre-course quiz (not graded, used for ANTH dept. assessment, but you receive points for completing it), due by end of day Sunday.
2 SEPT 2-8	<p><i>Archaeological Methods</i></p> <ul style="list-style-type: none"> Identify and distinguish the major archaeological methods. 	<p>Complete the following:</p> <ul style="list-style-type: none"> On Canvas: read instructor notes and watch videos. Read WPA Ch 1: pp. 3-33. On Canvas: Quiz 1 opens Friday at 10am (Covers weeks 1 and 2).
3 SEPT 9 - 15	<p><i>Pseudoarchaeology.</i></p> <ul style="list-style-type: none"> Explain how scientific archaeology differs from pseudoarchaeology. 	<p>Complete the following:</p> <ul style="list-style-type: none"> On Canvas: Read instructor notes and watch videos. On Canvas: Read Epstein article (pp. 12-18) and associated study questions. On Canvas: Take Quiz 1 (Covers weeks 1 – 2; complete by end of day Friday). On Canvas: Begin Pseudoarchaeology assignment (due at end of week 4)
4 SEPT 16-22	<p><i>Early Hominins</i></p> <ul style="list-style-type: none"> Identify and distinguish the major hominins, including the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space. 	<p>Complete the following:</p> <ul style="list-style-type: none"> On Canvas: Read instructor notes and watch videos. Read WPA Ch 3: pp. 57-62, AND 64-90. On Canvas: Read Gibbons 2009: 1198-1599. On Canvas: Quiz 2 opens Friday at 10am (Covers weeks 3 and 4). On Canvas: Submit Pseudoarchaeology assignment (due by end of day Sunday).
5 SEPT 23-29	<p><i>Neanderthals</i></p> <ul style="list-style-type: none"> Identify and distinguish the major hominins, including the physical, ecological, and cultural characteristics of each, as well as the fossil and genetic evidence that links hominins in the human family tree over time and space. 	<p>Complete the following:</p> <ul style="list-style-type: none"> On Canvas: Read instructor notes and watch videos. Read WPA Ch 4: pp. 92-119. Read Gibbons 2010: 680-684. On Canvas: Watch <i>Neanderthals Decoded</i> film (links on Canvas). On Canvas: Take Quiz 2 (Covers weeks 3 and 4); complete by end of day Friday). On Canvas: Submit Neanderthal assignment on canvas (due Sunday) Submit final project/virtual exhibit topic proposal (on canvas).

6 SEPT 30– Oct 6	<p><i>The Origin of Modern Humans.</i></p> <ul style="list-style-type: none"> Evaluate the biological and cultural differences between humans and other hominins, and identify the behaviors that distinguish humans from their ancestors. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> On Canvas: Read instructor notes and watch videos. On Canvas: Read WPA Ch 5: pp. 120-147. On Canvas: Read Gibbons 2011: 392-394. On Canvas: Read Adovasio 2007: 169-192. On Canvas: Quiz 3 opens Friday at 10am (Covers weeks 5 and 6). On Canvas: Submit models of human evolution assignment on canvas (due Sunday)
7 OCT 7 - 13	<p>A: <i>The semester up to now: rooting the key concepts and facts.</i></p> <p>B: <i>Introduction to Domestication and Agriculture.</i></p> <ul style="list-style-type: none"> Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world. Identify and distinguish the impacts of agriculture upon different cultures. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> On Canvas: Read instructor notes and watch videos. On Canvas: Read WPA: pp. 178-187. On Canvas: Read Diamond 1999:20-23. On Canvas: Take Quiz 3 (Covers weeks 5 and 6; complete by end of day Friday).

<p>8 OCT 14-20</p>	<p><i>Domestication and Agriculture: in the Near East, North and Central or Mesoamerica.</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world. • Identify and distinguish the impacts of agriculture upon different cultures. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: Read instructor notes and watch videos. • On Canvas: Watch <i>First Farmers</i> film (see Canvas for link and information). • On Canvas: Read WPA Ch 7: pp. 188-211; Ch 8: pp. 212-233. • On Canvas: Read Molleson 1994:70-75.
<p>9 OCT 21-27</p>	<p><i>Domestication and Agriculture: Africa, Andes, East Asia.</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key factors, plants, and animals, in the domestication of plants and animals and the development of agriculture around the world. • Identify and distinguish the impacts of agriculture upon different cultures. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: Read instructor notes and watch videos. • On Canvas: Read WPA Ch 9: pp. 234-256. • On Canvas: Quiz 4 opens Friday at 10am (Covers weeks 7, 8, 9).
<p>10 OCT 28 – NOV 3</p>	<p><i>The Development of Complex Societies Stonehenge, Chaco Canyon, Cahokia, and Great Zimbabwe</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key traits of several middle-range complex societies. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: On Canvas: Read instructor notes and watch videos. • Read WPA pp. 258-265; WPA Ch 10: pp. 266-290. • On Canvas: Take Quiz 4 (Covers weeks 7, 8, 9); complete by end of day Friday.

<p>11 NOV 4 – 10</p>	<p><i>Urbanized states: Mesopotamia and Egypt</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. • Describe and compare the socio-political development of cities, states, and empires. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: Read instructor notes and watch videos. • Review WPA pp. 258-265 (review from last week); Read WPA Ch 11: 292-319. • On Canvas: Read Bard 2008:165-182.
<p>12 NOV 11 - 17</p>	<p><i>Urbanized states: Indus and China</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. • Describe and compare the socio-political development of cities, states, and empires. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: Read instructor notes and watch videos. • Read WPA Ch 12: 328-343. • On Canvas: Quiz 5 opens Friday at 10am (Covers weeks 10, 11, 12).
<p>13 NOV 18 – 24</p>	<p><i>Urbanized states: Mesoamerica.</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. • Describe and compare the socio-political development of cities, states, and empires. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: Read instructor notes and watch videos. • Read WPA Ch 13: 354-383. • On Canvas: Read Smith 1997:76-83. • On Canvas: Take Quiz 5 (Covers weeks 10, 11, 12; complete by end of day Friday).
<p>14 NOV 25 – DEC 1 No class Nov 28 due to Thanksgiving holiday</p>	<p><i>Urbanized states: Andes.</i></p> <ul style="list-style-type: none"> • Identify and distinguish the key traits of several major civilizations, as well as the main theories of how and why cities and states form. • Describe and compare the socio-political development of cities, states, and empires. 	<p><u>Complete the following:</u></p> <ul style="list-style-type: none"> • On Canvas: Read instructor notes. • Read WPA Ch 14: 384-405. • On Canvas: Quiz 6 opens Friday at 10am (Covers weeks 13,14).

15 DEC 2 - 8	<i>Urbanized states: collapse</i> <ul style="list-style-type: none"> Identify the main theories of how and why cities and states collapse. Describe and compare the socio-political development of cities, states, and empires. 	<u>Complete the following:</u> <ul style="list-style-type: none"> On Canvas: Read instructor notes. On Canvas: Take Quiz 6 (Covers weeks 13, 14; complete by end of day Friday). On Canvas: Submit virtual exhibit assignment by end of day Friday.
16 December 9	FINAL CLASS MEETING	<u>Complete the following:</u> <ul style="list-style-type: none"> Monday Dec 9, 10:45-1:15pm: meet to discuss final projects. Complete post-course assessment on Canvas by end of day Thursday.

UNIVERSITY POLICIES AND IMPORTANT INFORMATION

We strongly encourage instructors to include the syllabus statements recommended by the university, either within the syllabus or accessed by web links, as listed below.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Academic Misconduct

UNC's policies and recommendations for academic misconduct will be followed. Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. Please familiarize yourself with the UNC Student Code of Conduct: <http://www.unco.edu/dos/Conduct/codeofconduct.html> Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, or forgery will result in a zero for that assignment. Repeat offenders may receive a failing grade for the course. Please especially avoid plagiarism in composing your written assignments. To plagiarize is to present the words or ideas of some else as if they were your own, but can also include turning in the same paper or work, even if it is your own, in multiple classes. In other words, if you are cutting and pasting from any source, reusing material from another class, or closely following the format/content of another paper, you must cite the source in every instance. This includes websites, books, unpublished papers, lectures, etc. Penalties for plagiarism range from a failing grade on the assignment or course to more comprehensive University disciplinary action. For more information on this topic and university policies, consult the resources on this website: <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/academic-integrity.aspx>

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

TITLE IX

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

Confidential Campus Resources

Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined. Students who have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall; Office Phone: 970-351-1490; Web: unco.edu/asap Hours: M-F, 9am-5pm; 24 Hour Hot Line: 970-351-4040; Email: advocacy@unco.edu

UNC Counseling Center Office Located: 2nd floor of Cassidy Hall Office Phone: 970-351-2496; Hours: M-F, 8am-12PM, 1pm-5pm; Web: unco.edu/counseling-center

Psychological Services Office Located: McKee Hall Room 247; Office Phone: 970-351-1645; Web: <https://www.unco.edu/cebs/psychological-services-clinic/> Hours: By Appointment; Email: pspsy.clinic@unco.edu

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student resources, or to schedule an appointment, visit the website:

www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events.

We are located: Office: University Center 1st floor Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person; Drop-Ins: Visit our website for up-to-date information

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St Greeley, CO 80639 (970) 351-1909 AsianPacificAmerican.StudentServices@unco.edu

César Chávez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St Greeley, CO 80639 (970) 351-2424 ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development

1915 10th Ave Greeley, CO 80639 970-351-1492 cwge@unco.edu

Gender and Sexuality Resource Center (Resource Center)

2215 10th Ave., Campus Box 42 Greeley, CO 80631 970-353-0191 gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41 Greeley, CO 80639 (970) 351-2351 MGCC@unco.edu

Native American Student Services (Cultural Center)

924 20th St Greeley, CO 80639 (970) 351-1909 nativeamericanstudentservices@unco.edu

Veterans Services (Resource Center)

1815 8th Ave Greeley, CO 80631 970-351-1403 veterans.services@unco.edu

Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
- If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
- Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

Tutorial Services

Please consider including a statement about our services on your syllabus to encourage your students to take advantage of the academic support available in Tutorial Services. Below are sample statements for your use:

- ***For all courses supported by individual tutoring:***

UNC's Tutorial Services (TS) provides free academic support to UNC students enrolled in undergraduate courses. At TS, a trained peer tutor will work with you individually or in a small group to help you understand course content and be successful in this class. For more information or to make an appointment, stop by TS in the lower level of Michener Library (L-149), or visit the TS website at <http://www.unco.edu/tutoring>.

- ***For all courses supported by Supplemental Instruction:***

This course is supported by Supplemental Instruction (SI), through which a trained SI leader will offer three 1-to-2 hour study sessions each week to review course content, work through problems or activities related to this class, and help you prepare for exams. I strongly encourage you to participate in SI. For more information about the SI model, visit the TS website at <http://www.unco.edu/tutoring>.

University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

Writing Center

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together! Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

Technology Support and Technical issues

If you need technology support, come visit us at the Tech Den located on the first floor in the Michener Library for in-person support for all your technology needs. The Tech Den supports all Faculty, Staff, and Students. For more information on the Tech Den, including hours of operation, visit the website: <https://www.unco.edu/information-management-technology/training-support/tech-den.aspx>. You can also call (970-351-4357), email (help@unco.edu), or visit our website (help.unco.edu). **We're here to help!**