

Southern Illinois University Edwardsville
Anthropology 331-001: World Prehistory, Spring 2011
T/TH 11:00 – 12:15

Instructor: Dr. Gregory Vogel
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Course Description: This course presents an overview of human biological and cultural developments from the Paleolithic through the Mesolithic in the Old World, and the early prehistory of the New World. We will study how people became people, and what that has to do with us today. This course is taught from a "four field" anthropological approach, incorporating ideas from cultural anthropology, linguistics, biological anthropology, and archaeology. We will discuss the broad trends of human prehistory, primarily before the invention of agriculture, and delve into the details of important human traits and cultural developments. We will also cover the mechanisms of archaeology and related disciplines that allow us to understand our own deep past. There are no prerequisites for this course.

Course Readings: There is one required textbook for this course, which is available at Textbook Rental. There will be other readings assigned during the course of the semester, available over Blackboard or on reserve in the library. The main text is:

The Past in Perspective: An Introduction to Human Prehistory, Fourth Edition. Kenneth L. Feder, Oxford University Press, 2010.

Course Requirements: You are expected to attend class and participate in class discussions and exercises. You will take two in-class exams and a final exam, write two essays and one research paper, give a short presentation on your paper, and complete several smaller exercises (reading posts and other short assignments) for a total of 100 points, assigned as follows:

Two in-class exams (15 points each):	30 points
Final exam	15 points
Two essays (5 points each):	10 points
Research paper:	15 points
Research paper presentation:	5 points
Reading posts/other short assignments:	<u>25 points</u>
Total:	100 points

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; below 60 = F.

Exams: You will take two exams during the semester worth 15 points each, and a final exam during finals week worth 15 points. The final will be comprehensive. The exams will primarily consist of short-answer and essay questions. They will be based on readings, lectures, films, class discussions, and any other material we cover. Students who show up more than 20 minutes late on exam days may not take the examination. Missed exams may be taken with a doctor's note, but you must notify me of your illness *on the day of the missed exam* for this. During exams, the only objects allowed on desks are the exam itself and a pen or pencil – stow all bags, electronic devices, and food and drink under your desk.

Essays: You will write two short essays (3-4 pages long) worth 5 points each. Each essay will cover a peer-reviewed article relating to world prehistory. These can relate to your research paper topic, and you can use the peer-reviewed articles you write about in these essays in your research paper if you like. A detailed assignment sheet will be provided early in the semester. One point will be deducted for each day an essay is late.

Research paper: You will write a 6 to 8 page research paper on a topic relating to world prehistory as we cover it in this class, employing information from at least four peer-reviewed sources. You may choose the topic, but I must approve it. Early in the semester we will visit the library to learn how to search for peer-reviewed articles. A detailed assignment sheet will be handed out early in the semester. One point will be deducted for each day the paper is late. I encourage you to turn in a draft of this paper for me to make comments, but the draft must be turned in at least two weeks before the assignment is due.

Student Presentations: You will give a short (5-7 minute) presentation concerning the main conclusions of your research paper. You may use a PowerPoint presentation to go along with your presentation if you like.

Reading Posts/Other Assignments: Throughout the semester you will complete several short writing projects or other assignments, primarily consisting of Blackboard posts to specific readings or other tasks as assigned. These will be announced in class – be sure to show up to find out what they are! These assignments are designed to help you keep up with the readings and to help me prepare lectures in light of your interest and understanding – therefore, these may not be turned in late.

Extra Credit: There will be several opportunities throughout the semester for extra credit, announced in class. Most of these will be external lectures on topics relating to class material that you may attend and turn in a 2-3 page summary. These can be used to make up points lost for unexcused absences, or to improve your overall grade. You can earn a maximum of ten extra credit points.

Class Attendance and Participation: Keep up with the readings and be ready and excited to talk about them. Attendance will be tracked via sign-up sheets. Each unexcused absence will result in one point deducted from your overall class grade. Six unexcused absences will result in an automatic "F" for the course, regardless of overall class grade. Showing up for class ten or more minutes late, or leaving ten or more minutes early, constitutes an absence. If work, another class, or other obligation will require you to arrive late or leave early on a regular basis, you should not take this class. Absences may be excused with a doctor's notice.

Cheating and Plagiarism: Any form of academic misconduct will result in an "F" for the course and recommendation of further sanction, up to expulsion. If you have any questions as to what constitutes plagiarism or other forms of academic misconduct, please consult the Student Academic Code or ask me. Failure to understand the Student Academic Code or to understand what constitutes academic misconduct of any kind will not be accepted as an excuse: if you have any questions at all, be sure to **ask me!** Note that falsifying attendance records (signing someone else's name to the attendance sheet) is academic misconduct, and will result in an automatic "F" for the course.

Students With Disabilities: Students who need special academic accommodations and who have documented disabilities should make an appointment with me to discuss these accommodations. If you are taking an examination through DSS, please be sure to give me your completed DSS test release form at least one week before the exam.

Classroom Behavior: If you must show up to class late, please seat yourself quietly and try not to disturb the lecture, discussion, or activity. Help keep the room clean by taking out trash and recycling. Class lectures are all "informal" and you are encouraged to stop me and ask questions at any time (**Please Do!**). Keep your questions and comments polite, and **do not engage in private conversation with other students during lectures or discussions.**

Electronic Devices in the Classroom: Cell phones, Blackberries, MP3 players, laptops, iPhones, iPods, iPads, and any other electronic devices or i-Thingies are NOT allowed to be used in the classroom at any time, with the exception of devices used for the sole purpose of recording class lectures. If you feel it is absolutely necessary for your education for you to use an electronic device for any other purpose, please consult with me.

Teaching Philosophy: I do not expect that everyone taking this class is in training to be a professional anthropologist. I therefore teach the class from a broad perspective and stress how this topic relates to other disciplines and to human life in general. In order to understand the uses, limitations, and possibilities of world prehistory, however, you must learn many details of the inner workings of its methods and theories. I will explain material in class as best as I am able, and present examples of how this material is useful to us today. It is my philosophy that education is best accomplished in an open, honest, and trusting environment. There will be no "trick questions" on the exams or assignments, and I will make every effort to ensure that you understand exactly what is expected of you. You must make every effort to come to class on time, finish assignments as they are due, and come to me with any questions or concerns you have.

Schedule

Please note that the following schedule is subject to change (this includes the readings, assignments, and exam dates), based on class interest, how quickly we cover material, current events that may be incorporated into class discussion, and other circumstances that may arise. Be sure to attend class to find out if it does! Also note that the Blackboard postings are not listed here – these also will depend on circumstances throughout the semester. Be sure to come to class to find out what these are and when they are due!

Week	Topic and Readings	Due this week
Week 1 Jan. 11, 13	Introduction and Overview: What in the World is World Prehistory? Feder ch. 1	
Week 2 Jan. 18, 20	Archaeology: Can You Dig It? Feder ch. 2	
Week 3 Jan. 25, 27	Trash Talk and the Science of Science Excerpts from Rathje (<i>Rubbish!</i>) Excerpts from Feder (<i>Frauds, Myths and Mysteries</i>)	
Week 4 Feb. 1, 3	Walk on Two Legs? Have a Big Brain? Find Out Why! Feder ch. 3 Feder ch. 4	
Week 5 Feb. 8, 10	<i>Home sapiens sapiens</i> – Are We Really Clever Clever? Feder ch. 5	Thursday: Essay 1
Week 6 Feb. 15, 17	I Know it When I See it: Early Art and Intelligence Feder ch. 6	Tuesday: Exam 1
Week 7 Feb. 22, 24	So Easy, Even a Caveman Can Do It Feder ch. 6 (continued) Excerpts from Gould (<i>The Mismeasure of Man</i>)	Tuesday: Research Paper Topic
Week 8 March 1, 3	Go West, Young Man (and East, and South, and North) Feder ch. 7	
Week 9 March 8, 10	Spring Break: Engage in American Collegiate Vernal Season Rituals and Exuberant Youthful Rites of Passage	
Week 10 March 15, 17	Warming Up at Last: Post-Pleistocene Cultural Changes Feder ch. 8	Thursday: Essay 2
Week 11 March 22, 24	Clovis Shmavis: Who Were the Very First Americans? Excerpts from Feder (<i>Frauds, Myths, and Mysteries</i>) Other excerpts as assigned	Thursday: Exam 2
Week 12 March 29, 31	Agriculture and Domestication: The End of the Beginning or the Beginning of the End? Feder ch. 9 Excerpts from Pollan and other authors as assigned	
Week 13 Aprille 5, 7	Student Presentations	Tuesday: Research paper
Week 14 Aprille 12, 14	Student Presentations	
Week 15 Aprille 19, 21	Student Presentations and Back to the Future: Past Views of the Past Excerpts from H. G. Wells (<i>Outline of History</i>) Excerpts from Asimov (<i>Chronology of Science and Discovery</i>) Other excerpts as assigned	
Week 16 Aprille 26, 28	The End of the World as We Know it: Overview and Recapitulation Feder (Evolutionary Epilogue: 631-637) Excerpts from H. G. Wells (<i>The Outline of History</i>) Excerpts from Taleb (<i>The Black Swan</i>)	
Finals Week	Final Exam: Monday, May 2, 10:00 – 11:40 pm	Final Exam