ANTHROPOLOGY 151 (007-012)  
EMERGING HUMANITY  
Fall 2015 BusAd A102 TTh 9-9:50 am

Instructor: Dr. Miriam Stark  
Teaching Assistants: Heng Piphal & Michelle Daigle  
Office: 203C Dean Hall  
Phone: 956-7552  
miriams@hawaii.edu  
Office: 318 Saunders Hall  
Phone: 956-7828  
piphal@hawaii.edu  
mddaigle@hawaii.edu

Office Hours: Wed. 11:30-1:00 p.m.  
and by appointment

In Anthropology 151 we will use an anthropological perspective to learn about human history before ca. 1500 CE. An anthropological perspective is holistic with a special emphasis on the relationship between our behavior and biology over the last five million years. We explore fossil remains of human ancestors and begin with our relationships with living nonhuman primates. We trace the last 35,000 years of human history from foragers and hunters to the emergence of complex civilizations. Some topics we will explore include the origins of plant and animal domestication, the origins of the world’s earliest cities, and the political and ecological consequences of human impact on the natural environment.

Our course goals include:

- Analyzing how anthropologists investigate the human past;
- Understanding the history of humans from our earliest ancestors;
- Learning about the archaeological enterprise;
- Examining how ancient civilizations emerge; and
- Developing an anthropological perspective on how humans adapt to their changing environments.

Our global history is more interesting than you might imagine.

Course Format and Requirements

Our course combines lectures, discussion, and in-class lab sections. We use sections from a series of videos to illustrate and reinforce topics in readings and lectures. Students can schedule alternative viewing sessions for videos at the Wong Audiovisual Center (Sinclair Library) if they miss in-class presentations. Our class meetings will generally consist of lectures, short writing assignments, and sections of videos. I encourage questions during lectures and at any other time. I may ask you questions as well.

We use one textbook: *People of the Earth* (13th Edition; 2009), by Brian Fagan. It’s essentially the same as more recent editions, and costs you less money. The UHM Bookstore has at least 30 copies. Buying the book online and used from vendors like Textbooks.com, AbeBooks, ValoreBooks, Staples or even Amazon.com can save you up to $100. Try it!
Grades are determined by performance on examinations, writing exercises, and in-class participation. The course involves three examinations and three lab assignments. Each exam counts as 25 percent of your final grade, and each lab constitutes 5% of your grade. Students must attend and complete all three in-class labs during the semester to receive credit; the labs cannot be rescheduled. Assignments submitted more than one week after the due date will receive no credit.

Examinations are taken during class and draw from readings, lectures, labs, and video presentations. Exams include defining terms, short-answers, and short-essay questions. Exam study guides will be available one week before each exam. Study guides, notes or other course materials may not be consulted during exams. Exams will not be cumulative, but throughout the semester we continuously build upon our previous work. Students must take exams when scheduled. Makeup exams may be allowed without a penalty only in cases of documented medical (or other) emergency.

Attendance and participation count for 5 percent of your total grade. You must provide written documentation to excuse each absence (e.g., athletic forms, medical slips, jury-duty, etc.). Attendance and participation are tracked through a daily sign-in sheet for both the lecture and for your discussion section. You may sign in during the first 10 minutes of class lecture, and should plan to remain in class until it ends. Late arrivals do not get credit for attendance. We need you in class to learn!

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (3 x 100 points/exam)</td>
<td>300</td>
</tr>
<tr>
<td>In-class labs (3 x 20 points/lab assignment)</td>
<td>60</td>
</tr>
<tr>
<td>Section activities (worksheets, discussion)</td>
<td>20</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 POINTS</strong></td>
</tr>
</tbody>
</table>

**EXTRA CREDIT**: Field Trip to zoo (extra credit) 20 points

Letter grades will be assigned by the percentage of points earned out of the total possible points:

- 96% & above = A+  
- 88-86% = B+  
- 78-76% = C+  
- 68-66% = D+  
- 95-92% = A  
- 85-82% = B  
- 75-72% = C  
- 65-62% = D  
- 91-89% = A-  
- 81-79% = B-  
- 71-69% = C-  
- 61-60% = D-

A failing grade (“F”) will be assigned for 236 points (59%) and below. No incomplete grades will be given, except for the most extreme hardships.

**Expectations and Class Meetings**

In taking this class, we enter a contract to treat each other with professional respect. This means arriving to class on time, attending class regularly, and turning in assignments by their...
due dates. The course will follow the schedule in this syllabus; changes to the syllabus will involve advance notice. If you have any concerns please talk to the instructor or teaching assistant as far in advance as possible to alleviate any problems down the road.

A word on class attendance and respect: talking/whispering with each other, texting, surfing the web, and doing homework for other classes during our class is disrespectful and distracting. Please don’t do it in my class.

Finally, as members of the University of Hawai‘i academic community, we must uphold certain standards of conduct. Note that the University of Hawai‘i regards acts of academic dishonesty such as plagiarism as serious offenses against the values of intellectual honesty. Students caught using another student’s work as their own or copying and submitting text without acknowledging the source are plagiarizing. Plagiarism is a serious breach of the contract between students and teachers. If I find that you have willfully plagiarized someone else’s words (or ideas) I will fail you for the course. The university will enforce the Policy on Academic Integrity according to the University of Hawai‘i’s Code of Conduct http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/system_scc.php Please read this carefully. If you have any questions about how to best avoid plagiarism, please discuss these with me of your teaching assistant. Most problems with plagiarism result from the student not fully understanding that when they use someone else’s material it must be adequately cited.

Use ANTH 151 To Improve Your Study Habits!

Most students taking this class are either first-year or second-year students. Many are surprised at the differences in studying for college courses versus how they studied in high school. Here are some tips for adapting your study habits to the college setting:

- Study in chunks of time: 20-50 minute time periods followed by a brief break (5-10 minutes) is the most effective way to study.
- Use daylight hours: an hour of studying during the day is worth two at night! Do the work that requires the most concentration (typically reading) earliest in the day.
- Rank your various classes in terms of difficulty, and spend time on your most challenging class everyday and early in the day.
- Study actively: ask yourself questions, review your notes regularly, discuss key concepts with peers and course professor.

Some Campus Resources for Students

Several resources at UH are designed to help students at the beginning of their college careers:

1. Learning Assistance Center: offers workshops to learn how to manage time, read more effectively, take better notes, and perform well on exams; also organizes group study. Contact the Student Success Center (Sinclair Library, First Floor, 956-6114; http://www.manoa.hawaii.edu/learning/
2. **The Writing Center**: offers help in organizing your papers and your written work. You can meet with someone for an hour to determine your needs and then schedule additional sessions as needed. Contact the Writing Center (Sinclair Library, first floor, appointments can be scheduled online at [http://www.english.hawaii.edu/writingcenter/](http://www.english.hawaii.edu/writingcenter/))

4. **Colleges of Arts and Sciences Student Academic Services**: provides advising about degree requirements and registration; it also acts as a referral service for other campus resources; [http://www.advising.hawaii.edu/artsci/](http://www.advising.hawaii.edu/artsci/)

5. **Kokua Program**: offers students with disabilities and related access needs assistance with classes: [http://www.hawaii.edu/kokua/services.htm](http://www.hawaii.edu/kokua/services.htm) Any student who feels that s/he may need accommodation because of a disability is invited to contact Dr. Stark privately to discuss her/his specific needs. If s/he is uncomfortable contacting Dr. Stark, the student may either consult with her/his Teaching Assistant, or go directly to Kokua.

**Using Your Textbook Effectively**

ANTH 151 requires the use of a textbook. After you purchase it, we recommend that you:

I. **Look in the front of the book.**

2. **Read** and think about the table of contents. This will show you the overall organization of the course and help identify what's important. It will get you interested in the material.

II. **Look in the back of the book.**

   A. Glance at the **index**, which lists subjects and their pages.
   
   1. You can see with great precision what the course is concerned with.
   2. You can look up specific items of interest.
   3. As a review for tests, you can easily look up unknown items since the page number is given.

   B. Is there a **glossary** listing unknown words and their definitions?

   1. The main concern of many courses is to teach the vocabulary of the subject. This is a vital section, not something to be ignored.
   2. Make a page tab out of scotch tape, and undertake to study and learn these words during the term. Use the tab for easy reference during time between classes-time which might otherwise be wasted.

   C. Determine what other possibly useful materials are in the back-before you need them. You don't have to read them now; just know that they exist.

III. **Determine how a typical chapter is constructed.** Then use this knowledge when you have a reading assignment.
## Readings and Topic Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview &amp; Archaeological approaches to world prehistory</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Background to human evolution and the first hominids</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Beginnings of the genus Homo &amp; the first hominids (<a href="http://video.pbs.org/video/1200128615/">Ape Genius</a>)</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Our Extrasomatic Means of Adaptation? Stone tools (<a href="http://topdocumentaryfilms.com/human-family-tree/">The Human Family Tree</a>; UHM Anth)</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The Upper Paleolithic: flowering of the human imagination (<a href="http://topdocumentaryfilms.com/secrets-of-the-stone-age/">Secrets of the Stone Age! Frozen in Time</a>; See Chauvet Cave! <a href="https://vimeo.com/32371643">https://vimeo.com/32371643</a>; The Second Human Diasporas: Peopling of the New World and Australia (<a href="http://topdocumentaryfilms.com/ice-age-columbus-who-were-the-first-americans/">Ice Age Columbus: Who were the First Americans?</a>)</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>7</td>
<td><strong>EXAM #1</strong> Complex gatherer-hunters and the origins of food production</td>
<td>7 &amp; 8</td>
</tr>
<tr>
<td>8</td>
<td>Origins and consequences of food production around the world Origins of Agriculture in East Asia &amp; Near East (<a href="https://www.youtube.com/watch?v=CkQ8_Y_er9U">Wisdom of the Stones</a>)</td>
<td>9 &amp; 12</td>
</tr>
<tr>
<td>9</td>
<td>Social and political complexity (<a href="http://www.learner.org/resources/series45.html">Power, Prestige, and Wealth</a>; Chiefdoms: megaliths and mound builders (<a href="http://topdocumentaryfilms.com/who-built-stonehenge/">Who Built Stonehenge?</a>)</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>Ancient states: Their rise and fall of Mesopotamia (<a href="http://topdocumentaryfilms.com/legacy-the-origins-of-civilization/">Iraq: Cradle of Civilization</a>)</td>
<td>14 &amp; 15</td>
</tr>
<tr>
<td>11</td>
<td>Ancient Egypt’s Rise and Fall (<a href="https://www.youtube.com/watch?v=-Ts0225BcL8">Egypt: the Habit of Civilization</a>)</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Ancient African kingdoms (<a href="http://reservesvod.library.manoa.hawaii.edu/video/?filename=Lost_city_of_Zimbabwe">Lost City of Zimbabwe</a>) <strong>EXAM #2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Region and Civilization</td>
<td>Video Links</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Southeast Asia: The Khmer civilization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aztec state</td>
<td><a href="http://digital.films.com.eres.library.manoa.hawaii.edu/PortalViewVideo.aspx?xtid=42709">In Search of History: The Aztec Empire</a></td>
</tr>
<tr>
<td>16</td>
<td>Early Andean societies</td>
<td><a href="http://topdocumentaryfilms.com/precursors-inca/">The Precursors of the Inca</a></td>
</tr>
<tr>
<td></td>
<td>The Inca</td>
<td><a href="http://www.dailymotion.com/video/x2lnmhv">Inca: Secrets of the Ancestors</a></td>
</tr>
<tr>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td><strong>(Tuesday Dec 15th: 9:45 – 11:45 a.m.)</strong></td>
</tr>
</tbody>
</table>