ANTH 151: Emerging Humanity
Spring 2017

INSTRUCTOR: Dr. Seth Quintus
OFFICE: 201 Dean Hall
EMAIL: squintus@hawaii.edu
OFFICE HOURS: M 1:00-4:00 P.M., and by appointment.
TAs: TBA
READINGS: Archaeology and Humanity’s Story (1st ed.; D.I. Olszewski) required
textbook, available at UH bookstore, by rental, Sinclair Library, and
in an online version.

COURSE DESCRIPTION

This course is an introduction to human biological and cultural evolution prior to AD 1500 from the perspective of anthropology. Given anthropology’s focus on comparison and holism, the discipline presents an opportunity to study what makes us who we are over the last 5 million years. Students will be introduced to various explanations of human emergence on earth through the methods and ideas of anthropology, with a focus on archaeology and related scientific disciplines. Over the semester, we will explore the fossil record of our early ancestors, examine changes in the ways we make a living, and discuss how those changes were patterned through time and space. Toward the end of the semester, we will investigate the first cities and complex societies that develop throughout the world. This class is the story of emerging humanity that has circled around to the point that we now consider our own origins and actions through scientific methods in order to sustain our planet and improve our lives. It is the complex story of ‘us’.

There are four primary goals of the course:
1. Provide students with the conceptual tools to understand the basis for some conclusions reached by archaeologists, and how valid some claims may be
2. Convey an understanding of the general outline of prehistoric development of cultures around the world
3. Promote cross-cultural and international understanding through an awareness of socio-cultural developments in different regions of the world
4. Help you understand the human condition—that is, the ways in which people, over time and space, are similar and the ways in which they are different. From this understanding, better-informed decisions can be made about others and ourselves.

REQUIREMENTS AND GRADES

There are two primary sources of information for the course: readings and lecture. The lectures do not simply repeat or review what is in the book. Consequently, if you do not attend class, you will miss information that is not available in the text. If you DO have to miss a class, it is your responsibility to get a copy of the class notes from a classmate. Lectures will be given on Mondays and Wednesdays. The majority of these lectures will include slide presentations and
short video, but some may also include time for discussion. Questions are always welcome and encouraged.

There is only one book assigned for the course, but there will be additional readings for you that I will post as PDFs. You are responsible for everything covered in the class, including lectures, readings, films, guest presentations, classroom discussions, and online resources.

In addition to the Monday and Wednesday Lectures, each student is required to attend an additional Section each week led by a Teaching Assistant for which attendance will also be taken. Students are responsible for knowing the Sections for which they have registered and attending at the designated place and time. If any room changes occur, signs will be posted on the original room and/or messages sent to students. Sections are smaller and more interactive and may include videos, review sessions, discussions, and short exercises.

**Students are expected to attend and participate in all scheduled class activities.** Memorization of all information is not expected; however students are expected to understand how this material is utilized to address relevant questions in archaeology and biological anthropology. Students will find it very helpful to review their notes frequently. Please ask any questions about the readings or lecture information. It is the student’s responsibility to let the instructor know if he or she does not understand course content.

**Attendance:** Attendance is required and will be taken intermittently in class and during breakout sessions. The only excused absences are ones approved by the university- (e.g. traveling with sports team) or ones documented by a written medical excuse. You will be allowed 2 free passes for unexcused absences (not feeling well, family obligations, car problems, etc.). These reasons must be presented to the instructor within 48 hours of the missed class.

**Grades.** Assessment in this course will be based on a series of exams, an essay, section exercises, participation, and an individual meeting:

1. Four exams will cover course readings, lecture material, films and slides, and guest lectures.
2. Exercises will include laboratory exercises and short in-classroom writing assignments.
3. A short essay, of 1000-1500 words, is to be written on a topic provided by the instructor, and submitted at the end of term. To complete this essay, students are to utilize primary sources that are available through the library.
4. 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.).
5. Finally, another 5 percent of the course grade is earned through an individual meeting with the instructor (usually 5-15 minutes long). This meeting will be used to address any concerns or questions the student or instructor may have during the course.

Final grades will be assigned based on cumulative scores for all assignments. These assignments are weighted in the following way:
60% -- Exams (15% each)
15% -- Section exercises
15% -- Essay
5% -- Participation and Attendance
5% -- Meeting Assignment

The baseline grading scale used is as follows:
90% + = A  
89-80% = B  
79-70% = C  
69-60% = D

**EXPECTATIONS**

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.

Talking/whispering with each other, texting, surfing the web, and doing homework for other classes during our class is disrespectful and distracting. Please do not 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 Hawaii’s Code of Conduct
http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/system_scc.php

If you have any questions about how to best avoid plagiarism, please discuss these with me or 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.

**DISABILITY ACCOMMODATIONS:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the KOKUA Program at 956-7511, Queen Lili‘uokalani Center 013. After signing up with KOKUA, the student may or may not additionally choose to identify herself or himself to the instructor.

**USING YOUR TEXTBOOK EFFECTIVELY**

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

1. **Look in the front of the book.**
   1. 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.

III. Determine how a typical chapter is constructed. Then use this knowledge when you have a reading assignment.

SCHEDULE

A course schedule is presented below. This is a tentative schedule subject to modification.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td><strong>Week 1 (January 9th and 11th):</strong></td>
<td>Chapter 1</td>
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<tr>
<td>Introduction to the Course</td>
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<td>Basic Concepts in Archaeology</td>
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<td><strong>Week 2 (January 18th):</strong></td>
<td>Chapter 1</td>
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<tr>
<td>Field Methods and Analysis</td>
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<td><strong>Week 3 (January 23rd and 25th) (Classification):</strong></td>
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<tr>
<td>Basics of Biological Evolution</td>
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<td>EXAM 1</td>
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<td><strong>Week 4 (Jan. 30th and Feb.1st) (Lab 1):</strong></td>
<td>Chapter 2</td>
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<td>Human Origins in Africa: Primates and Ardy</td>
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<td>Human Origins in Africa: Lucy and the genus <em>Homo</em></td>
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<td><strong>Week 5 (Feb. 6th and 8th) (Lab 2):</strong></td>
<td>Chapter 3</td>
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<tr>
<td>Human Origins: <em>H. erectus</em> and heidelbergensis</td>
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<td>Human Origins: <em>H. neaderthalensis</em></td>
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Week 6 (Feb. 13th and 15th) (Lab 3): Chapter 4
Emergence of Homo sapiens
Upper Paleolithic in Europe

Week 7 (Feb. 22nd): Chapter 4
Spread of Homo sapiens

Week 8 (Feb. 27th and March 1st) (Geography): Chapter 5
EXAM 2
Origins of Agriculture

Week 9 (March 6th and 8th): Chapter 5
Neolithic: Early Farmers
Chinese Neolithic

Week 10 (March 13th and 15th) (Review): Videos
People and Domestication in Pacific
European Megaliths

Week 11 (March 20th and 22nd): Chapter 6-7
American Domestication
Exam 3

Week 12 (April 3rd and 5th) (Candy Inequality): Chapter 8
Chiefdoms, States, and Political Complexity
The Original State?

Week 13 (April 10th and 12th): Chapter 9-10
More to Africa than Pharaohs
China

Week 14 (April 17th and 19th) (No Sections): Chapters 11
India
Southeast Asia

Week 15 (April 24th and 26th): Chapters 12
Europe
Mesoamerica (Essay Due)

Week 16 (May 1st and 3rd): Chapter 13, 15
The Inca
Pre-contact Hawaii as a State-Level Society (Meeting Due)

May 8th 9:45-11:45 AM FINAL EXAM