ANTH 151: Emerging Humanity
Fall 2016

INSTRUCTOR: Dr. Seth Quintus
OFFICE: 201 Dean Hall
EMAIL: squintus@hawaii.edu
OFFICE HOURS: MW 1:00-3:00 P.M.
TAs: Katherine Harrington and Piphal Heng
READINGS: People of the Earth by Fagan (14th Ed.) 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 evolution and the archaeology of cultures in the world prior to AD 1500 from an anthropological perspective. 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. We will then examine changes in the ways we make a living, and 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 at every class. 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.).

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

1. The 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 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:
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-

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 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.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:
I. 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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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><em>Sackett, J., 2000</em></td>
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<tr>
<td>Introduction to the Course</td>
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<tr>
<td>History of Archaeology and Basic Concepts</td>
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<td><strong>Week 2:</strong></td>
<td><em>Chapter 1</em></td>
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<tr>
<td>Field Methods and Analysis in Archaeology</td>
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<td>Interpretation and Explanation</td>
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<td><strong>Week 3:</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:</strong></td>
<td><em>Chapter 2</em></td>
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<tr>
<td>Human Origins in Africa: Primates and Ardy</td>
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<tr>
<td>Human Origins in Africa: Lucy and the genus <em>Homo</em></td>
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Week 5:
  Human Origins: *H. erectus* and *heidelbergensis*
  Human Origins: *H. neanderthalensis*

Chapter 3; Kolbert 2013

Week 6:
  Emergence of *Homo sapiens*
  Spread of *Homo sapiens*

Week 7:
  Upper Paleolthic in Europe
  Upper Paleolthic in Europe

Week 8:
  After the Ice, before farming
  EXAM 2

Week 9:
  Origins of Agriculture
  Neolithic: Early Farmers

Week 10:
  Early farmers in Africa
  People and Domestication in Asia/Pacific

Week 11:
  Innovation in the Americas
  North American Domestication

Week 12:
  EXAM 3
  Chiefdoms, States, and Political Complexity

Week 13:
  The Original State?
  More to Africa than Pharaohs

Week 14:
  China
  India and Southeast Asia

Chapter 14

CHAPTER 15, 16

Chapter 15, 16

CHAPTER 17, 18

Chapter 17, 18
Week 15 (Essay Due):  Chapters 19, 21
   Europe
   Mesoamerica

Week 16 (Meeting Due):  Chapter 22
   The Inca
   Pre-contact Hawaii as a State-Level Society

Monday, Dec. 12  9:45-11:45 AM  FINAL EXAM