

*Eastern Oregon University*  
*Course Syllabus*

**Anthropology 360**

[A Distance Education Online Course at Eastern Oregon University](#)

**Anthropology 360**

*Introduction to Archaeology and World Prehistory*

5 Credits

This course is being offered as a completely online course. We will be using the Blackboard operating system at Eastern Oregon University. It is a simple to learn online system. All correspondences, discussions, quizzes, exams, videos, and access to web can be done through Blackboard.

**Course Instructor:**

Dr. Guy L. Prouty

E-mail: [gprouty@eou.edu](mailto:gprouty@eou.edu)

**Minimal Technical Requirements To Successfully Take The Class:**

You will need a computer having:

- A minimum of a Pentium processor, 64 MB ram memory, and at least a 33.6 K baud modem, although a broad-band connection is recommended to best view streaming videos that you will have the opportunity to see. Macintosh users must use System 8.1 or higher.
- An internet connection to the World Wide Web.
- Internet Explorer 6.0 or Firefox 2.0 or higher that supports file attachments. Windows Media Player or Real Player Version 8 or later is required to view streaming videos. Your web browser must have cookies and javascript enabled.
- A working email account set up preferably through Oregon State University or another internet provider that supports file transfers with your email.
- Up to date antiviral software. Symantec's Norton Antivirus program is recommended.
- A word processing program to create, exchange, and share written assignments and dialogue with the instructor and the other students. All students must be able to save documents in a common file format. I recommend saving files in Microsoft Word or HTML file formats.
- Basic knowledge of Windows XP or Macintosh Operating Systems. You need to know how to copy, cut, and paste text and graphic files between two different applications, how to read and apply to email, and how to upload or attach files to discussion postings on the Blackboard System. Students will need access to a printer to print out documents such as the syllabus, class schedules, assignments, and other pertinent information. If you have troubles understanding how to work these systems, please visit [Microsoft](#) for Windows or [Apple](#) for instructional tutorials.

## COURSE CONTENT

This course focuses on an introduction to archaeological method and theory and a survey of world prehistory starting with the rise and evolution of human ancestry in eastern and southern Africa 4 million years ago. We will then explore human migrations around the globe and the cultural developments associated with the transition from simple hunting and gathering bands to the complex agricultural based city-states in both the New and Old worlds.

Grading is based on weekly critical commentaries of assigned readings and lectures, participation, short answer essay tests, and on-line quizzes. Topics will include:

- Archaeological method and theory and dating techniques
- The history and theory of archaeology and prehistory
- The emergence of humans in Africa: the Australopithecines
- Spreading around the globe: Homo habilis and Homo erectus
- Peopling of Eurasia, Europe, and the New World
- The Neolithic Revolution
- The transformation from hunting and gathering to the early rise of agriculture in the Near East
- Early New World farmers
- The Rise of Early city-states in Iraq (Mesopotamia) and Egypt
- Old and New World Civilizations

## TEXTS AND OTHER REFERENCES

The text in this course is an excellent introduction to the field of archaeology and world prehistory. The World Wide Web is an excellent source to search libraries, read journals and/or their abstracts, and view reports, photographs, and videos.

**Fagan, Brian M. *People of the Earth: An Introduction to World Prehistory* (2010). Prehall Press.**

Fagan's text is a classic and has been used extensively in introductory world prehistory courses for more than two decades. The text can be purchased at the [Eastern Oregon University Bookstore](#) (Hoke Center, One University Blvd La Grande, OR 97850-2899; (800) 667-3270). Please ask for [Jo Tildon](#).

### World Wide Web

You will have the opportunity to search the Web for up to date articles related to the class materials. Some links will be provided to you in lecture to get you off to a good start. You must also correctly [cite web references](#) when you use them.

## ASSIGNMENTS

To receive credit for this class, you need to successfully complete these required assignments on time:

**Critical Commentaries.** A critical commentary is your written response to "Points to Ponder" based on your weekly assigned readings. You will post a total of six reviews to the "Discussion Board" under the Communication Menu on Blackboard where I will be able to monitor and occasionally join you for some interesting "roundtable" discussions. Your comments do not need to be extensive, no more than a few paragraphs based upon your readings and/or web research. The intent of critiques is to introduce you to the technical literature that you read and to promote and expand your knowledge of about archaeology and world prehistory. In addition to the readings in the texts, I will occasionally provide a list of articles for you to read. These are selected to exemplify a diversity of methodological angles and problem orientations to understanding the archaeological record. These are not required readings, but are provided to help you delve deeper into the issues if you wish. The due dates for your commentaries are marked in the "Class Calendar" and in the "Assignments" folder on Blackboard's main page.

A critical commentary should do each of the following:

- Provide references to any titles, authors, and sources of the material evaluated, when appropriate.
- State clearly and concisely the main points and ideas, major hypotheses, and conclusions of the topic(s) discussed.

- Systematically sum up the most important evidence offered by the authors and/or researchers.
- Offer an opinion or evaluate the archaeological evidence presented, indigenous worldviews, and so forth.

**Discussions and Modifications.** Being part of an online learning community involves all class members discussing the weekly issues and ideas presented in lecture and in readings. In response to other’s critical commentaries, you should recommend clarifications, propose questions, and collaborate with one another to deepen your understanding of the material. The discussions along with your written comments are graded because your participation will help you to better understand the course material. To encourage participation by each class member, it is required that you have a minimum of two postings per assignment; one of which is your commentary. Your first posting will be worth up to 25 points and your secondary comment will be worth up to another 25 points for a total of 50 points. I will be monitoring and recording your participation throughout the course. I will also be setting up an informal, non-graded discussion group where you can talk about class material or other subjects you find of interest.

**Examinations.** Two multiple choice and true/false examinations, all open book, will be given as specified on the course calendar. They are designed to help you focus on important concepts and to keep up to date on the reading assignments. The tests will cover all course materials, including readings, lectures, and recommended websites. You will have plenty of time to complete each exam. The final exam is not cumulative.

**Online Quizzes.** Four short online quizzes, all open book, will be given as indicated on the course calendar. Like the exams, they will help you learn the material and focus on important ideas. The questions, typically matching and true/false, will be timed for 30 minutes on Blackboard once you have signed in to take the quiz. Directions on how to do these will be provided in the “Class Announcements” section of Blackboard.

**Submitting Late Work.** After the due dates, general remarks on the commentaries and examinations will be posted to the Bulletin Board for class members to review. **Late Critical Commentaries:** If you do not succeed in posting a commentary by the due dates, you can still submit a late submission, but your grade will be discounted 50%. Once the “answers” to the “Points to Ponder” have been emailed to you, I will not accept any late submissions. To avoid having your grade lowered, it is best to keep up to date on your readings and submissions; if you fall behind it will be very difficult to successfully complete the course! If however, you have a valid excuse for being late, please talk to me and I will work with you. **Again, late exams will also be discounted 50% and once the answers are emailed to you, late exams cannot be made up or accepted.**

**Extra Credit:** Students who wish to earn some extra credit may earn up to additional 50 points for well-written papers. I will be flexible on what you may want to do based on your personal interests as long as it is related to the class material. Typically I ask students to write a short 2-3 page critical/expository essay (with references) that deals with a particular problem that we have explored in class. I am not looking for a "book report" but a paper that critically examines a topic and I would like you to provide some input/analysis of your own. Of course, I am open to other ideas that you may have. Please contact me *early* for suggestions if you want to earn the extra credit. Please don't wait until near the end of the class because these papers do take some time! Thanks!

## GRADING

<i>Activity</i>	<i>PTS</i>	<i>% of Course</i>
<i>2 Exams @ 100 points each</i>	200	50.0%
<i>6 Commentaries plus discussion @ 50 points each</i>	300	37.5%
<i>4 Quizzes @ 25 points each</i>	100	12.5%
<b>TOTALS</b>	600	100.0%
<i>Extra Credit</i>	50	

The following scale will be used to establish final grades.

A	95-100%	B-	80-82%	D+	67-69%
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A-	90-94%	C+	76-79%	D	63-66%
B+	87-89%	C	73-75%	D-	60-62%
B	83-86%	C-	70-72%	F	<60%

Please check the EOU Academic Calendar for the last day you can withdraw from the class with a “W” grade. If you do not complete the course and do not drop by the final withdraw date, you will receive a grade of “F”. Pay careful attention to the calendar to avoid this situation!

## COURSE CALENDAR

This version of the Course Calendar is a summary of important course dates for the quarter. (Note: This calendar may change slightly during the class, so make sure to check on the latest version number you see in the classroom. I will also let the class know via email of any significant changes).

### Course Calendar (Version 1.0) *Quarter-At-A-Glance*

WEEK	SUBJECT	READING	DUE
1	<p>Varies On Term</p> <p><b>Introduction to Archaeology and World Prehistory</b></p> <p>Purpose of Course and Organization and The Scientific Method</p> <p>What is Culture? Archaeological Dating</p>	<p><i>Fagan Ch. 1</i></p> <p>Lecture 1</p>	<p>Personal Profile</p>
2	<p>The History and Theory of Archaeology and Prehistory</p> <p>Various Theoretical Paradigms on Culture Change</p>	<p><i>Fagan Ch. 1</i></p> <p>Lecture 2</p>	<p>Commentary 1</p> <p>Quiz 1</p>
3	<p>Foundations: Human Evolution and Origins</p> <p>How are Humans Different From Apes?</p> <p>Our Early Human Ancestors</p> <p>Hunting and Scavenging?</p>	<p><i>Fagan, Ch. 2</i></p> <p>Lecture 3</p>	
4	<p>Homo erectus, Their Radiation, and Oldowan Tools</p> <p>Archaic Homo sapiens: The Neanderthals</p>	<p><i>Fagan Ch. 3</i></p>	<p>Commentary 2</p> <p>Quiz 2</p>

		Homo sapiens and Complex Tool Technologies	Lecture 4	
5		<b>The Peopling of Europe and Eurasia</b> The Upper Paleolithic Siberia and Early Tool Technologies of the First Americans	<i>Fagan</i> Ch. 4 Lecture 5	Commentary 3
6		First Settlements in the Americas The Clovis Culture and Mega-Fauna Extinctions Later Hunters and Gatherers After 8000 B.C. Intensification and Complexity	<i>Fagan</i> Ch. 5, 7 Lecture 6	Exam 1
7		The Neolithic and the Transformation from Hunting and Gathering to the Early Rise of Agriculture Various Theories for the Arise of Agriculture Agriculture in Europe, Egypt, and Southeast Asia	<i>Fagan</i> Chs. 8-12 Lecture 7	Commentary 4 Quiz 3
8		The First Plant Domestication in the New World Agriculture in Mesoamerica, the Andes, American Southwest (Ancestral Puebloan), and the Eastern United States (Late Archaic, Adena, Hopewell, and Mississippian)	<i>Fagan</i> Ch. 13 Lecture 8	Commentary 5
9		Defining Characteristics of Complex Societies The Collapse of Complex Societies The Evolution of the World's First Cities in Mesopotamia The Emergence and Florescence of the Egyptian State	<i>Fagan</i> , Chs. 14, 15, 16 Lecture 9	
10				Commentary 6

		The Rise of City-States in Ancient China---The Xia, Shang, and Zhou Dynasties  The Evolution of Mesoamerican and the Lowland Maya Regions  The Toltecs and Aztecs  The Rise of Andean States	<i>Fagan, Chs. 18, 21-22</i>  Lecture 10	Quiz 4
11		No Assignments		<i>Exam 2</i>

**NOTES:**

**Text Abbreviations:** *Fagan*=People of the Earth

**Personal Profile:** A short autobiography.

**Commentary:** Your response to the Points to Ponder in the week's assignment page.

## PARTICIPATION POLICY

Although we will not meet face to face, the advantage of taking an online course is that it provides flexibility when typical lectures may interfere or conflict with your school, work, and family responsibilities. Every week, I will introduce a new lecture topic for discussion, with appropriate readings, discussion questions, and assignments. The basic unit of time in this course is **the week**, which begins on Monday and ends on Sunday. Referring to the calendar above, material will be posted or turned in by a specific deadline, but you will always have several days warning before it is due and you will have a five day week to work on a specific assignment.

You will need to spend about 10-12 hours a week on the course, in reading, conceptualizing, writing, and discussing your ideas and thoughts with others in online sessions. I recommend that you check your email daily and that you log on to Blackboard to attend the online classroom at least once a day, but **when** and **where** you do it is up to you. Remember, if you neglect to log on a regular basis, you will fall behind and begin to get lost. Most people who drop or fail online courses do not develop the habit of checking in regularly and keeping in touch with their fellow classmates.

## STUDENT RIGHTS AND RESPONSIBILITIES

### *Rights*

You have the right to expect that as your instructor, I will:

- supply a complete and current syllabus and course calendar
- provide all due dates for commentaries, exams, and quizzes
- grade your work in a fair manner and give you the results within a week after the due date
- observe your progress and participation every week in the cyber classroom and occasionally provide critical comments
- notify you about your current grade and progress upon request
- reply promptly to your questions and concerns via e-mail or by phone if need be
- conduct myself in a professional manner and treat you with sensitivity and respect
- learn from you as much you learn from me!

### ***Netiquette Guidelines and Responsibilities:***

As students, you also have several responsibilities:

- Pay attention to the course calendar, keep up with the course work, and submit your work on time.
- Assume that a worldwide audience will read all of your emails and correspondence. Although mail is sent to only one person, it is very easy for the recipient to send your private email to thousands of people. Unless you completely trust the person to whom you have sent a message(s), be aware that others may read it. The same applies to any World Wide Web (WWW) documents you create and upload to the Internet. Since the world will see your submissions, make sure the information is representative, appropriate, accurate, and informative as possible.
- It is very difficult to effectively communicate emotions through text on the Internet since viewers cannot view your body language, emotions, mood, and tone. If someone sends you an email that sounds critical or a little too offensive, chances are that you may have misinterpreted the meaning of the sender. Perhaps the message was meant to be sarcastic and humorous and not attacking. Therefore, do not become upset or start a “flame war” where only you and a few people engage in pointless verbal warfare. Instead, be polite and courteous to one another.
- Please behave online as you would in person. Be aware of what you type and the intentions of your text. If you are hostile or disrespectful, it will not only make the recipient angry and likely to retaliate making your online class a miserable experience, but it will also upset your fellow classmates who are here to learn and not be caught in abusive and threatening situations. Any student who does not follow this simple rule will be immediately dropped from the class and receive a failing grade.
- When posting comments to other students in our discussion groups, profanity is considered rude, inappropriate, and may be very offensive to some people. Again, please refrain from this behavior to make everyone’s learning experience a positive one.
- When posting e-mail to discussion groups, please be as focused as possible and do not submit poorly written, mindless verbal ramblings. Be respectful of others’ time and energy because we are all busy people and we don’t want to spend our time reading inappropriate materials that are not related to course content.
- The form of your e-mail posts does matter and will be highly scrutinized. If you write well, your classmates will think of you as intelligent, educated, and respectable. If you compose haphazardly and sloppily, however, your classmates may perceive you, perhaps inaccurately, as unintelligent and not caring about the material you are writing. Please make your writing look as professional as possible or else readers may not pay much attention to what you have to say.
- However, please be forgiving of your classmate’s mistakes. Sometimes when we are in a hurry, under pressure, or misunderstand the material, we may submit text that contains poor grammar, misspellings, or appears to be poorly written. Regardless of the reason, each classmate deserves more than one chance before judgment is passed. If somebody appears to be totally inept after several postings, however, a kind word of helpful advice will be much better than a verbal barrage. Please be kind with your criticism. If you feel really upset at somebody, please do not post your messages for the entire class to see. Again, let us all be cooperative, caring, respectful, and have fun in learning about the fascinating archaeology of the world’s ancient civilizations.

### ***Plagiarism***

I expect the work you do in this course to be of your own independent efforts for this course. If any part of an assignment can be identified as having been plagiarized or fabricated, then you **will be assigned a final course grade of "F."** These include submitting written or verbal sentences or paragraphs without citing the sources clearly and distinctly and directly copying from others work. All forms of plagiarism will be reported and placed on the student’s disciplinary records. The student will be informed of this action.

### ***Students with Disabilities***

Students with documented disabilities, who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements, should consult with me prior to the second week of the term. Class materials will be made available in accessible format upon request.

### ***Withdraw from Class***

If you wish to withdraw, Eastern Oregon University requires that students must formally withdraw up to the midpoint of the class without being held responsible for the grade. If you do not withdraw at that point, I will grant a Withdraw (W) if you are doing passing work. Otherwise, you will receive an "F".

### **INSTRUCTOR BIO**

I received a B.A. from Boise State University in Boise, Idaho and his M.S. and Ph.D. in Anthropology from the University of Oregon in Eugene, Oregon. I have taught anthropology courses at the University of Oregon, Oregon State University, and at Tennessee Technological University in Cookeville, Tennessee and I have taught at Eastern Oregon University for five years.

I have conducted archaeological field research and cultural resource management (CRM) projects in Oregon, Idaho, Hawaii, Colorado, and New Mexico. Finally, I have done extensive work studying palaeoethnobotany, or how prehistoric Native Americas used plants for food, fuel, and technology.

In addition to teaching this course, I make archaeological related films for the Archaeological Legacy Institute ([www.archaeologychannel.org](http://www.archaeologychannel.org)). My primary means of relaxation is to hike old growth forests and deserts, swim and explore, and do landscape photography. I look forward to being a part of your learning experience.

***Guy***

Guy L. Prouty, Ph.D.  
Instructor, Anthropology