

Anthropology 107 04 Online Spring 2024

Netiquette: I expect you to maintain an online environment conducive to learning. Ensure that your email messages, discussion forum postings, and other electronic communications are thoughtful and respectful. Online class discussion can be productive only in a climate of respect for the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas but it must not demean the character or background of the individuals holding those ideas.

The following are prohibited and will result in a grade of "F" for any related assignments:

- making offensive remarks in e-mail or the discussion board
- using inappropriate language or discussing inappropriate topics online
- spamming
- hacking
- using UMass Boston or Blackboard e-mail or discussion forums for commercial purposes
- using all caps (considered shouting in online communications)
- cyber-bullying or online harassment of any type

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Instructor: Lauren A. Sullivan

Email: Lauren.Sullivan@umb.edu

Student Support Hours: Online by appointment via Blackboard, Zoom, phone. I would be happy to speak to you to discuss assignments or the material covered at any time during the semester. If you are struggling, please contact me sooner rather than later so we can keep you on track to finish the semester.

Course Description: Anthropology 107 is an introduction to the field of anthropological archaeology and its contribution to our understanding of the major developments of human prehistory around the world. Archaeology is the study of the past through scientific analysis of the material remains left behind by humans. This course introduces the history, theories, and methods of archaeological research through lectures and hands-on projects. Archaeological data are then used to examine major transformations in human cultural evolution. Some of the topics that might be explored include domestication of plants and animals, origins of complex civilizations, rise of social complexity, the evolution of the political state and urban society, historical archaeology, colonialism, and others. The course also examines some contemporary debates in the field of archaeology. *There are no prerequisites for this course.*

In fulfilling the General Education Distribution requirements in Social and Behavioral Sciences, the course places special emphasis on verbal reasoning, critical thinking, effective communication in writing, and application of systematic observation along with theory to address research

questions about human behavior.

Technology Skills Needed for the Course: For this course, you will need access to a Chrome Book, iPad, Mac or PC desktop or laptop and will need to learn how to navigate Blackboard. For all Blackboard courses, Chrome is the suggested browser. Remember that all of your assignments in the class will need to be uploaded to Blackboard. When you submit your assignment successfully the *Review Submissions History* page will provide you with a success message and a confirmation number. If you submit multiple attempts, you will get a different confirmation number for each submission. You can access these submission numbers from the *Submitted* tab on the My Grades pages where you will select the number next to *Submission Receipts* to see your assignment submission history. It is your responsibility to make sure you have correctly submitted your assignments by their deadlines. If you have questions about the mechanics of Blackboard you can get help at: <https://embanet.frontlinesvc.com/app/home/p/2102> or at 855-789-7053.

Required Readings:

- Textbook:

Feder, Kenneth L.

2019 *The Past in Perspective: An Introduction to Human Prehistory* (8th Edition). Oxford University Press, New York. Be sure to get this new edition of the book!!!!!!

2) Blackboard:

The rest of the required readings for this course consist of a number of articles on the course Blackboard page. Class materials, including lecture presentations, films, and assignments, are available online through the course Blackboard Learn site. The site can be accessed from the UMB homepage, by clicking on “MyUmass” and then on the Blackboard tab. You will need to use your UMB student email address and password to login to the site. As a registered student in the class, you will automatically have access to this course website.

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Course Requirements:

TL;DR : **Online Discussion Boards (25%) Three Tests (60%), One Writing Assignment (15%)**

More information on these assignments will be provided in class.

1) **Online Discussion Board Participation (25%)** - Discussions with your classmates are an important part of learning and there will be discussions throughout the semester. You are required to post something before you can see what other students posted. Once you have posted and unlocked the discussion (by Wednesday end of day), come back to the discussion forum and read your classmates responses. You should leave a reply to at least one student's post. Your responses are due by Friday the end of day. Remember that the quality of what you submit is more important than the quantity and you should be sure to include answers that incorporate information from the presentations, readings, and films. With that said, your initial post should be approximately 4-6 sentences using correct spelling, punctuation, and grammar. Your responses to others should be courteous and respectful. Please post any questions you may have about individual assignments to the Course Questions and Answers discussion forum. **Late discussion posts can only be made until Sunday at midnight. Once you have received a zero you cannot post – there are no exceptions.**

2) **Three Tests (55%)** - These essay tests will cover material from the lectures, class discussions, videos, and reading assignments. Tests are not cumulative although the introductory lectures do provide a basis for understanding materials presented throughout the semester.

- Test 1 - 20% Test 1 focuses on the material from Weeks 1-4 and will take place in Week 5
- Test 2 - 20% Test 2 focuses on the material covered in Weeks 5-9 and will take place in Week 10
- Test 3 - 20% Test 3 focuses on the material covered in Weeks 10-16 and will take place in Week 16

3) **Writing Assignment:** Archaeology in the Media Paper - (15%) Due in Week 7

This assignment is critique how archaeology is presented in the media in 2-3 pages. More detailed instructions will be handed out during the semester.

- *Important Due Dates Test 1 due February 23rd, Test 2 due March 29th, Test 3, Paper March 4th*

The best way to navigate the class Blackboard page is via the Weekly Session tab where you will see a Weekly Session for each week of the 15 weeks of the semester. The Weekly Sessions will be unlocked on Thursday prior to the week that the work needs to take place.

Course Copyright Policy:

The materials provided by the instructor in this course are protected by copyright and are only for the use of the students enrolled in the course.

You may not, nor may you allow others to copy, reproduce, upload, or distribute lecture notes, power points, assignments, and/or any other course materials privately or publicly without my express written consent. This includes providing materials to commercial course material suppliers. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement.

Course Recording Policy:

Photographing, videotaping, filming, digitally recording, or audio recording of class activities or materials without the advanced consent of the instructor is prohibited.

Students with approved accommodations from the Ross Center permitting recording class meetings must present the accommodation letter to the instructor in advance of any recording being done. Students who are permitted to record classes cannot redistribute audio or visual recordings to other individuals.

This policy is consistent with UMass Boston's policies described in the Student Code of Conduct which you should review.

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Email: You should check your UMass email account on a regular basis in order to receive emails from the University and your Professors. I will periodically send out reminders and other class information via your @umb.edu account. Contact http://www.umb.edu/it/getting_services/email if you do not have a student account and/or if you have questions. To forward your UMass email to another account that you check more frequently see this link: http://www.umb.edu/it/getting_services/email/office365/o365_forward/.

Late Assignments All assignments **must** be completed on their assigned due date. For late assignments 5% of the assignment's credit will be deducted for **each day** that it is late – basically one letter grade will be deducted per day. Assignments must be turned in within one week of their due date – after that they will not be accepted. Make-up tests will be given with the **pre-approval** of the instructor and require documentation of the illness or emergency that prevented you from getting to the test. Make-up tests must be taken within one week of the original test date. Please do not expect to make up past due assignments during the last week of classes as it is way too late at that point.

Plagiarism Plagiarism, or the act of claiming someone else's work or idea as your own, is a violation of the University's policies on academic honesty. In this class (as in all others at UMass Boston) **plagiarism in any form will not be tolerated.** We will discuss proper referencing and plagiarism in class; however, if you have any questions whatsoever please ask me! The complete UMass Codes of Student Conduct, which details different types of academic dishonesty, can be found at http://www.umb.edu/life_on_campus/policies/code/ and can also be downloaded as a .pdf file. More information on avoiding plagiarism can be found here: <http://umb.libguides.com/content.php?pid=239509&sid=1976117>.

Student referral Please contact me sooner rather than later if you are having difficulty with the course material and/or with the graded assignments. I am here to help! Peer tutors are available for 100-level courses through Academic Support (617-287-6550) should you need extra help. Tutors are also available for help with reading and writing through the Reading, Writing, and Study Strategies Center at Academic Support.

If it seems that you are having trouble completing assignments and are in danger of not passing the course, I may refer you to the Director of the Student Referral Program (University Advising Center, CC1100, 617-287-5500). The staff in this program will attempt to help you address the difficulties that are interfering with your success in the class

Special needs If you have a disability or special need that is pertinent to the class structure, assignments, or tests, you must inform the instructor as soon as possible. For issues impacting tests, you must work out a solution with the instructor at least two weeks in advance, and you must have documentation from the Lillian Semper Ross Center for Disability Services (<http://www.umb.edu/academics/vpass/disability/>). Every effort will be made to accommodate your particular situation.

The [Beacon Student Emergency Aid](#) fund is available for students who have qualifying expenses and are not eligible for federal financial aid to apply for support raised through philanthropy.

Resources4U is another place that students can find helpful resources.

Unable to attend class on a specific date or fulfill a class requirement due to a religious observance? Fill out the excused absence form (requires 2-weeks' notice) to request religious accommodation at <https://www.umb.edu/campus-life/current-students/policies/right-to-excused-absence-because-religious-belief/>

Please also see the Anthropology Department document “Resolving Issues and Finding Resources” for additional support.

U-ACCESS: (Office of Urban and Off-Campus Services) helps UMass Boston students meet their basic needs so they can achieve academic success. They support students through virtual/in-person office hours for general consultation, resource referrals, food, toiletries, school supplies, financial literacy courses, housing assistance, tax preparation, legal consultation, babysitting referrals and much more. They also provide leadership development and internship opportunities to empower students to fight campus poverty.

Contact information:

- Email: U-access@umb.edu
- Instagram: [@UACCESSUMB](#)
- Facebook: bit.ly/UAccessFB
- Website: umb.edu/life_on_campus/uaccess

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Statement by the College of Liberal Arts:

The College of Liberal Arts at the University of Massachusetts Boston affirms its core values of diversity, social justice, creativity, empathy, and

rigorous, open critical inquiry. We honor Massachusetts's history of struggles against oppression and for the principles of inclusion, equality, and acceptance. We remain committed to the University of Massachusetts Boston's pioneering urban mission to provide an excellent and accessible education to all and to respecting and protecting the wide range of students who comprise the most diverse student body in New England. We stand for justice and against misogyny, racism, Islamophobia, anti-Semitism, religious discrimination, xenophobia and discrimination against immigrants, ethnic chauvinism, homophobia, transphobia, ableism, the ongoing dispossession and subjugation of Indigenous peoples, the continuing disenfranchisement of the poor and underserved, and the destruction of our ecological and community environments.

We affirm the presence on campus of people from diverse backgrounds and continue to see our diversity as one of the greatest strengths of this institution. As such, we promise to protect and to help anyone targeted by hate speech and acts. We stand with the multitude of academic organizations in our shared commitment to academic freedom for all, unimpeded by acts of prejudice and hate. Free inquiry and inclusive dialogue require an environment in which all feel safe and welcome. We therefore encourage the expression of dissenting opinion while at the same time condemning all forms of prejudice and harassment that contribute to a climate of fear, suspicion, and exclusion in our community.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use Here4U in the UMass Boston app or via www.umb.edu/here4U.
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at <https://www.umb.edu/campus-life/dean-of-students/>
- Want to connect with housing and food insecurity support, student life groups and events, or recreation activities? Visit: <https://www.umb.edu/campus-life/>
- Want to access resources specifically for immigrant-origin, DACA, TPS, and undocumented students? Visit: <https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/immigrant-student-programs/>
- Looking for additional identity-based community support? Find more resources at <https://www.umb.edu/all-of-us/>
- Want to make the most of your academic experience? Visit <https://www.umb.edu/academics/seas/academic-support/>

Tentative Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. Changes will be announced through Blackboard and it is each student's responsibility to keep up with any potential modifications.

Week 1

Topic: Introduction to course; defining anthropology and archaeology

Activities:

- Watch Course Introduction
- Watch Introduction to Anthropology presentation
- Introduce yourself to the class on Blackboard and tell us one thing from modern times that you would bring back to the past
- Watch Film Clip: Questions with an Archaeologist
- Complete True or False exercise
- Read Discussion Rubric
- Discussion: Reflect on your answers for the True or False questions along with any misconceptions you might have about archaeology.

Readings:

The Past in Perspective Preface, pp. 2-25; 533-537

Blackboard: A Sustainable Archaeology

Blackboard: 4 Things Hollywood gets wrong about archaeologists

Blackboard: Dismantling Systemic Racism in Science

Blackboard: Archaeology is changing, slowly. But it's still too tied up in colonial practices

Week 2

Topic: History of archaeological thought.

Activities:

- Watch presentation on the History of Archaeology and Archaeological thought
- Watch Film Clip: The British Museum is full of stolen artifacts
- Watch Film Clip: Decolonizing Archaeology
- Read handout for the Archaeology in the Media Writing Assignment due in Week 7
- Discussion: Post a picture of something from your childhood (or your parent's childhood) that kids today might not know what it was used for - much like we sometimes aren't sure how some ancient artifacts were used. Don't tell us what your artifact is until after others in the class have had the chance to hypothesize what your artifact is and what it might have been used for.

Readings:

The Past in Perspective pp. 2-25

Blackboard: AIA Letter
Blackboard: Chapter 1: The Science of Archaeology
Blackboard: Archaeological Ethics
Blackboard: Archaeology as a Career

Week 3

Topic: Archaeological field methods and analysis

Activities:

- Watch presentations 1 and 2 on Archaeological Methods
- Fiske Center Virtual Field Experience Series. This is a series of 9 very short videos showing UMass Boston students participating in different aspects of an archaeological dig.
- Watch Film Clip: The Excavation Process: The Tools
- Watch Film Clip: Garbologist: Talkin Trash
- *Discussion:* Garbage fun!

Readings:

The Past in Perspective pp. 26-56

Blackboard: Airborne LiDAR archaeology, and the ancient Maya Landscape at Caracol, Belize

Blackboard: The Eloquent Bones of Abu Hureyra

Blackboard: Yes, Wonderful Things from Rubbish! The Archaeology of Garbage

Week 4

Topic: Archaeological analysis cont'd and dating methods

Activities:

- Watch presentations 3 and 4 on Archaeological Methods
- Watch Film Clip: Lord of the Tree Rings
- Watch Film Clip: Unearthing the lives of enslaved Africans
- Review for Test 1 (next week)
- Discussion: In what ways do you think the COVID-19 outbreak might impact the archaeological record hundreds of years from now?

Readings:

The Past in Perspective 57-69

Blackboard: Covid Bread Baking: Can Archaeology Explain the Bread Baking Craze?

Week 5

Topic: Our primate heritage and our earliest ancestors

Activities:

- Complete Test 1: Test 1 will open on Monday morning and must be completed by Friday at midnight. You will have two hours to complete the test once you begin. Test 1 focuses on the material from Weeks 1 - 4
- Watch Human Evolution Presentation on Our Earliest Ancestors
- Watch Film: The Human Spark: Chimpanzees
- Watch Film Clip: Finding Lucy
- Watch Film Clip: Human Origins 101 | National Geographic

Readings:

The Past in Perspective pp. 70-99; 538-539

Week 6

Topic: Cultural evolution and the spread of *Homo erectus*

Activities:

- Watch Presentation on *Homo erectus*
- Watch Film Clip: Mankind the Story of All of Us: Fire
- Watch Film Clip: Dmanisi
- Discussion: What is cultural evolution and how did/does this contribute to human evolution?

Readings:

The Past in Perspective pp. 100-131

Blackboard: Microstratigraphic evidence of in situ fire of Wonderwerk Cave

Week 7

Topic: Premodern *Homo sapiens* and Neanderthals

Activities:

- Writing Assignment Due Friday at midnight
- Watch presentation on Neanderthals and premodern *Homo Sapiens*
- Watch Film Clip: Neanderthal Voice
- Watch Film Clip: Neanderthal Flute Music
- No discussion this week so you can focus on your writing assignment. Feel free to post in the general class discussion forum or contact me if you have questions about your assignment.

Readings:

The Past in Perspective pp. 132-151

Blackboard: Picturing the Past: Gender in National Geographic Reconstructions of Prehistoric Life

Week 8

SPRING BREAK

Week 9

Topic: Neanderthals and the appearance of *Homo sapiens sapiens*

Activities:

- Watch presentation on Neanderthals and the appearance of modern *Homo sapiens*
- Watch Film: Decoding Neanderthals
- Watch Film Clip: Making Stone Tools
- Review for Test 2 (next week)
- Discussion: The latest data indicate that *Homo sapiens* and Neanderthals did interbreed. What is the evidence for this? What are some of the similarities between early modern humans and Neanderthals and what are some of the differences?

Readings:

Past in Perspective 151-171

Blackboard: Interbreeding with Neanderthals

Blackboard: Human Hybrids

Blackboard: Neanderthals and Covid 19

Week 10

Topic: The cultural explosion of the Upper Paleolithic

Activities:

- Complete Test 2: Test 2 will open on Monday morning and must be completed by Wednesday at midnight. Test 2 focuses on the material covered in Weeks 5-9
- Watch presentation on Upper Paleolithic
- Watch Film Clip: Lascaux Cave Paintings: Virtual Tour
- Watch Film Clip: Prehistoric cinema: A silver screen on the cave wall

Readings:

The Past in Perspective pp. 172-205

Week 11

Topic: Geographic expansion and the peopling of the New World

Activities:

- Watch presentation on the Early Americans
- Watch Film: First Face of the Americas

- Watch Film Clip: Old New York Diorama
- Discussion: The Native American Graves Protection and Repatriation Act (NAGPRA) was enacted to serve as a means for museums and federal agencies to return certain Native American cultural items (including human remains) to the lineal descendants, culturally affiliated Indian tribes, or Native Hawaiian organizations. What role does NAGPRA play in how archaeologists study the past? Why is this legislation so important?

Readings:

The Past in Perspective pp. 206-251

Blackboard: Who Were the First Americans?

Blackboard: Ancient Site in Idaho implies first American came by Sea

Blackboard: Issue 16: Should the Remains of Prehistoric Native Americans be Reburied Rather than Studied?

Blackboard: Repatriation Comic- Journeys to Complete the Work and Changing the Way we Bring Native American Ancestors Home

Blackboard: The Old New York Diorama

Week 12

Topic: Early hunter gatherers and the origins of agriculture

Activities:

- Watch presentation on the Origins of Agriculture
- Watch Film Clip: The Natufian Culture and the Origins of Agriculture
- Watch Film: Popped Secret
- Discussion: What reason do you think is the most plausible to explain the transition from hunting and gathering to agriculture and why? What types of changes are associated with this transition?

Readings:

The Past in Perspective pp. 252-315

Blackboard: Social Inequality at the Origin of Agriculture

Blackboard: How Neolithic Farming sowed the seeds of modern inequality 10,000 years ago

Week 13

Topic: The development and rise of complexity

Activities:

- Watch presentations on Characteristics of Complexity and on Early Signs of Complexity
- Watch Film: Sins of the City. I have two versions of this in the Weekly Folder. One can be downloaded but has commercials and the other is a YouTube Link.

Readings:

The Past in Perspective pp. 316-357; 363-368; 393-401

Blackboard: This Old House

Week 14

Topic: Cities and states in the Old World

Activities:

- Watch Presentation on Mesopotamia
- Watch "The Wonders of Mesopotamia: The City of Ur"
- Watch Film on the "Egyptian Obelisk"
- Discussion: What are some of the social, political and environmental characteristics associated with the rise of complexity? Be sure to include specific examples from the archaeological record.

Readings:

The Past in Perspective pp. 358-384; 392-393; 402-414

Blackboard: Lost City

Week 15

Topic: Cities and states in the New World

Activities:

- Watch presentations on the Early Classic Maya: Rise of the Tikal State and the Rise of Teotihuacan
- Discussion: Why do people allow themselves to be dominated by increasingly powerful and wealthy elites? With specific examples from the archaeological record of any complex society describe how elites establish, maintain, and extend their power.

Readings:

The Past in Perspective pp. 444-463; 487-488; 490-495

Week 16

Topic: Understanding the Collapse of Civilizations

Activities:

- Watch presentation on the Maya Collapse
- Complete Test 3 – Test 3 focuses on the material covered in Weeks 9-15

and is due at midnight on the last day of classes (Wednesday May 8th)

Readings:

The Past in Perspective pp. 487-488; 490-495