

Professor: Dr. Britton Shepardson
Department: Anthropology
Office hours: By appointment
Office location: Zoom

Class hours: Asynchronous (3 units)
Class location: Online
Class website: www.terevaka.net/nau
Email: Britton.Shepardson@nau.edu

Requirement Designations:

- Social and Political Worlds (Distribution Block): courses in this block engage students in exploring how different empirical and theoretical strategies can be used to study human behavior and social, political, and cultural systems.
- Critical Thinking (Liberal Studies Essential Skills): courses with this Essential Skill afford students the opportunity to gain a breadth of knowledge and skills that complement the focus and depth of the student's major
- Global Diversity (Diversity Requirement): courses in the Diversity Requirement students develop a greater understanding of other ways of thinking and working within a global society.
- ANT 104 is the prerequisite for ANT 359W—Proseminar in Archaeology

Course Description & Purpose:

- I hope this course will be different than any you have taken before. We will be working as a team to create a useful, peer-reviewed culture history of the world. From the rise of *H. sapiens* to the introductions of written language, this course traces the greatest cultural achievements and adaptations of our species. Using archaeological method and theory, we will examine the rise of cultural complexity and the diversity of the human experience through time and across space. Specifically, we will investigate human adaptation to different environments, the impact of agriculture on society, the development of social inequality, and the global impact of past empires.

Student Learning Expectations and Outcomes:

- Upon completion of this course, students will be able to:
 - 1) Describe archaeology and its relationship to anthropology (ANT 1, 2, 3)
 - 2) State, in broad terms, how modern archaeology has come to exist (ANT 1, 2, 3)
 - 3) Discuss human-environment relationships and how they relate to both culture and evolution (SPW, CT, GD, ANT 14, 16, 17)
 - 4) Identify and critique common criteria for “complexity” (SPW, CT, GD, ANT 14, 16, 17)
 - 5) Critically examine collapse models/hypotheses (SPW, GD, ANT 1, 19, 20)
 - 6) Compare regional cultural complexity through time and across space (SPW, CT, GD, ANT 14, 16, 17, 19)
 - 7) Discuss the rise and global impact of past empires and their relevance for us today (SPW, CT, ANT 21, 22, 23)
 - 8) Discuss the responsibilities of archaeologists in modern society (GD, ANT 17)

Grading:

- Your grade in this class is based on the assessments described in this syllabus (also on our class website). If you are inclined to say you “care about your grades/GPA”, I expect you to maintain your grade proactively in this class. At the end of the semester, there will be no plea that convinces me to bump your grade from a **C** to a **B** (**B** to an **A**, etc.), *even if it comes down to just a fraction of a percentage point!*
- The type of assessments, quantity of each type, and distribution of possible points that comprise each student's overall score/grade in the class are listed in the table below:

Assessment	Points		Quantity	Subtotal
Daily Activity	2.5	x	20	50 points
Sites Quiz	25	x	10	250 points
WPP Essay	100	x	1	100 points
Peer Evaluation	5	x	10	50 points
Final Exam	50	x	1	50 points
TOTAL				500 points

Letter grades will be assigned based on the following scale of total possible points:

90-100% = A 80-89% = B 70-79% = C 60-69% = D+

- Any score below a 60% constitutes a failing grade for this course.
- Incomplete grades will be offered only under extreme circumstances.

For more information on the following assessments, please see our course website (www.terevaka.net/nau):

Daily Activities:

- Will offer online videos and activities to help students understand general trends and pertinent research issues regarding our understanding of human prehistory.
- In case of extended absences due medical emergencies, students should contact me directly by email and consult with the university registrar's office.

WPP Essays:

- Will require students to write a brief (300 words max!!!) summary of a specific archaeological site or culture for our World Prehistory Project.
- You are encouraged to visit me during office hours with a *hard copy* draft of your essay. NO essay grades can be challenged if you *do not* attend office hours prior to submitting your work.
- Essays must be submitted *online & before* midnight on the listed date and will be graded by the TAs, the professor, and anonymous peers based on the Content and Style criteria posted online.

Sites Quizzes:

- Will be short assignments including multiple-choice questions, as well as open-ended questions, to assess the students' understanding of the Who? Where? When? and Why? subtopics for each of the three archaeological sites covered in each phase of the WPP and how those sites fit into the larger scheme of prehistoric cultural evolution.
- Two questions (16%) of each Sites Quiz grade will be based on students' abilities to: (1) visually identify characteristic images from sites studied each week; and (2) identify site locations on regional maps.
- Your top 10 Sites Quiz scores will count toward your final grade.
- Sites Quizzes will be taken online and will generally be due before midnight on Tuesdays and Fridays.

Final Exam:

- Will include multiple choice, fill-in-the-blank, defining terms, and short-answer essay questions.
- A comprehensive study guide will be available one week before the Final Exam.

Peer Evaluations:

- You will be responsible for grading one anonymous essay written by a class peer during each phase of the WPP. You are expected to give your full, critical feedback using a standardized rubric provided on the class website. Your specific grading responsibilities appear in the personalized portion of your class syllabus as well as in our online Grades spreadsheet.

Extra Credit:

- Assignments are available until **October 4th**. Please see class website for details.

Course Outline:

- Course topics will cover the following six thematic units sequentially:
 1. Class overview & Archaeological Methods and History
 2. The Rise of *H. sapiens* & Old and New World Diasporas
 3. Emergent Cultural Complexity & The Agricultural/Neolithic Revolution
 4. Social Inequalities & Cultural Elaboration
 5. The Rise and Fall of State Level Societies
 6. The Intersection of Ancient and Modern Worlds

For all other course information, please take your time to explore and read all links on our class website!

NAU OFFICIAL SYLLABUS POLICY STATEMENTS

Covid-19 Requirements and Information: Additional information about the University's response to COVID-19 is available from the Jacks are Back! web page located at <https://nau.edu/jacks-are-back>.

Academic Integrity: NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full Academic Integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

Course Time Commitment: Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

Disruptive Behavior: Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's Disruptive Behavior in an Instructional Setting policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

Nondiscrimination And Anti-Harassment: NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the Consensual Romantic and Sexual Relationships policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination

and harassment that fall under NAU's Nondiscrimination and Anti-Harassment policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email equityandaccess@nau.edu, or the EAO website at <https://nau.edu/equity-and-access>.

Title IX: Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

Accessibility: Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, is NAU's Americans with Disabilities Act Coordinator & Section 504 Compliance Officer: jamie.axelrod@nau.edu.

Responsible Conduct of Research: Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

Misconduct in Research: As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

Sensitive Course Materials: University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.