COURSE DESCRIPTION

This class explores the foundations and cultural evolution of ancient human societies. While tracking the roots of civilization in the Old and New Worlds, we begin our journey in the Upper Paleolithic and set the stage for the incredible changes in human subsistence, settlement, social, religious, and political systems that formed the foundations of ancient societies. We will explore Pleistocene hunter-gatherers and the origins of farming and herding in the Southwest Asia, where I have conducted several years of field work. We will then delve into the evolution of complex, hierarchical cultures in the classic case studies of Mesopotamia, Egypt, India, and China. From there, we will investigate some alternative pathways to complexity in Subsaharan Africa, Central Eurasia, the Aegean, and the Andes of South America. We will finish the course by examining case studies of ancient sustainability and collapse in Southeast Asia and in North and South America. We will compare what we have learned to our modern, globalized society to see what lessons from history are still relevant today.

COURSE OBJECTIVES

- Identify how archaeologists learn about the past.
- Describe the challenges humans face when living together in larger and larger social groups.
- Compare and contrast the different ways humans have met these challenges over time and around the world.
- Critically examine the concept of “civilization” and its utility for understanding the rise of social complexity around the world.
- Assess what and how we can learn from the past about issues of sustainability in our modern, globalized society.

This is an Explorations course in the Humanities and Fine Arts. Completing this course will help you to do the following: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

COURSE READINGS

How to read for this course: This course will require you to read several types of materials. Nearly every week, there will be a mixture of readings from the textbook and from original research or popular articles pertaining to that week's subject matter. The textbook readings are to provide you a balanced background to the course topics, to introduce you to vocabulary and terminology, and to act as a reference guide to important course topics. The other articles will delve deeper into specific cases, or on specific topics. These articles are important, and we will often discuss them in class. Some of them will be formal, scholarly articles from academic journals with technical terms.
and data tables. Do not let that frighten you! Read these articles for the general argument, not necessarily for all of
the details and data. Learning how to read scholarly articles efficiently is an important skill you need to gain to do
well in college and beyond. If you have concerns or questions about how to read these articles, come see me or the
TA during office hours. We will help you.

Textbooks: There is one required textbook that you should buy for this class: Feder, Kenneth. Past in Perspective: An
Introduction to Human Prehistory. ISBN 978-0073107707. This book offers a great general introduction to
Archaeology and to World Prehistory. We will be reading portions of this book nearly every week, so it is important
that you buy it as soon as you can. It can be found on Amazon or other online retailers for a good price. It is ok to
buy the older 2006 edition to save some cash.

I also highly recommend that you buy: McIntosh, Jane. The Practical Archaeologist: How We Know What We Know
About the Past. ISBN 978-0816039517. Although it is an older title, it offers a really great and fairly comprehensive
overview of what archaeologists do. It is easy to read, and is a great reference to have on hand. You can often find it
used on Amazon for less than five dollars. This book is not required, but if you are interested in archeology, you
should buy it anyway.

Blackboard readings: Nearly every week we will also have one or more readings from a source external to the
textbook. These are typically scholarly review articles from academic journals or professional magazines. I will post
other readings as PDF documents or, more rarely, links to websites, on the course Blackboard site. These readings
are also required, and will supplement or extend the readings from the text books. Please see my note about “How to
read for this course” above.

REQUIREMENTS AND GRADING

Class material will be presented in lectures, online content, discussions, and film clips. Attendance is mandatory and
missing will adversely affect your grade. All grades in this course are earned, not negotiated. Letter grades are
assigned only at the end of the semester. Your final grade will be determined by the following breakdown:

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<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>90</td>
<td>(13% of final grade)</td>
</tr>
<tr>
<td>Reading checks</td>
<td>180</td>
<td>(27% of final grade)</td>
</tr>
<tr>
<td>Exams</td>
<td>400</td>
<td>(60% of final grade)</td>
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Class participation: Showing up to class and being engaged with the material counts for a significant portion of
your grade. From time to time, we will engage in class in small group discussions or individual responses to course
topics. These activities will produce informal written records of who participated. Although these documents will
not be formally graded, I will use them to help determine your participation grade. Your engagement with materials
on Blackboard will also be noted, and counts toward your participation grade.

Reading checks: Doing the reading is important for this class. Not only will significant portions of the material you
read be included in the exams, but you will earn a full quarter of your grade just by showing that you've done the
reading. I will prepare 9 reading check quizzes on Blackboard throughout the semester. These will be fairly simple
multiple choice or fill in the blank questions that you should easily be able to complete if you've done your reading.

Reading check quizzes will be available for seven days during the week in which the readings are assigned (see
the course schedule). You will be allowed only one chance to take them, during which you will have one hour to
complete the quiz. It is important that you do not try to “preview” the quiz questions, as once the clock starts, you
will lose access to the quiz after one hour. You will be able to see how you did on the reading quiz immediately
following the quiz, but the answers to the quiz questions will not be released until the end of the quiz period.

Please familiarize yourself with how to use Blackboard and with Blackboard quizzes. The best browser to use is
Mozilla Firefox, and you should close all other applications while taking the quiz. If there is a technical problem,
you must contact me immediately to let me know.

Exams: The bulk of your grade will be determined from four, equally weighed exams. Exams will consist of 52
multiple-choice, fill in the blank, matching, or similar questions. They are scored out of 100 points, and I will
discard your first two wrong answers. The exams are designed to demonstrate that you are meeting the learning
objectives listed above, not to “trick” you. Exams will not be “cumulative”, but will refer to concepts we may have learned earlier, but which will be placed in the context of recent course material. We will have two class meetings as dedicated review sessions before the second and fourth exams, respectively.

**Extra credit:** Did you miss a reading check or two? Bomb one of the exams? This is your lucky day! You have the opportunity to earn up to almost 7% of your final grade (45 points) as extra credit! How do you do this, you ask? Simple! PLAN AHEAD, and choose one of the following options:

- **Museum exhibit report:** Choose one of the following museums to visit: 1) *The San Diego Museum of Man, Balboa Park,* 2) *San Diego Museum of Art, Balboa Park−Asia Collections,* 3) *Heritage of the Americas Museum, Cuyamaca College, El Cajon,* or, 4) *Bowers Museum, Santa Ana−Ancient Arts of China: A 5000 Year Legacy.* View the exhibits, and choose one related to the course topic. Take some notes and photos (if allowed). Write a one-page essay describing the exhibit, how it relates to one of the themes we discussed in class, and how it helped you better understand the civilization or time period that it showcases. Note: The Museum of Man and the San Diego Museum of Art are free for residents of San Diego County on the THIRD Tuesday of every month ([http://www.museumofman.org/residents-free-day/](http://www.museumofman.org/residents-free-day/)). Know the schedules, and PLAN AHEAD!

- **Science news report:** Find TWO reputable science news articles about perihistoric archaeology or word civilizations. These should come from sources like Science Daily News, Discovery News, National Geographic, *Archaeology Magazine,* etc. Note: Wikipedia is NEVER considered a reputable source! Write a one-page discussion essay telling me what you learned from the articles, and how that relates to a theme we covered in class. Use appropriate citations, and provide links or downloaded PDF's of the original articles. NOTE: It is a good idea to clear the articles with the professor or TA beforehand. Again, PLAN AHEAD.

Notes: Each student will have only ONE opportunity for extra credit, so choose it wisely! Look at the course schedule and PLAN AHEAD. Extra credit assignments MUST be turned in by December 6, and they will NOT be accepted after that. Did I mention that you should plan ahead? Plan ahead! All extra credit assignments should be submitted via TurnItIn on Blackboard. Do not submit paper copies.

**Final Grades:** Assuming student performance in this course is as expected and follows trends established by those who have previously taken this course, letter grades will correspond with the following percentages:

- **A = 93-100%; A- = 90-92.9%; B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%; C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%; D+ = 67-69.9%; D = 60-66.9%; F = <59.9%**

The professor reserves the right to alter this grading scale in an appropriate manner should the class perform in a way that does not correspond to his expectations. Please note: if the class is taken C/NC, 70% or higher is required to pass the class.

**OTHER NOTES**

**Blackboard:** Professor Ullah uses Blackboard in this course to post grades, messages, the syllabus, articles, and other information. To access Blackboard, go to the Blackboard login page following the links on the SDSU homepage. If you have questions regarding Blackboard, please ask me or contact the Help Desk at Student Computing Services.

**Add/Drop policy:** Students are responsible for knowing the university policy, procedures, and schedule for dropping or adding classes.

**Absences:** The BEST way to do well is to come to class, prepared, at every class meeting. My attendance policy is this: it is your responsibility to make it to every class meeting. If you miss a class, you must figure out what was covered on your own (Hint: Use the syllabus! Ask a classmate!). Please do not e-mail me asking for what was missed. If you have a pre-scheduled or unavoidable absence during a test day, please contact me BEFORE, as soon as possible. Makeup exams require advance arrangements or a written excuse from a doctor or academic advisor. If
you have questions about the structure or scheduling of classes or exams, please talk to me. The best way to contact me is immediately before or after class. Please do not try to see me during the thirty minutes before class without an appointment.

Disability Resources: If you have a documented disability and anticipate needing special accommodations in this course, please notify me as soon as possible. Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in Calpulli Center, Suite 3101, 619-594-6473. Some accommodations may take up to several weeks to arrange, http://www.sa.sdsu.edu/sds/

Emergency Preparedness: Please review the Campus Emergency Preparedness website (http://bfa.sdsu/emergency/) for information on campus Emergency Procedures.

Plagiarism and Cheating: Plagiarism and cheating will not be tolerated. Cheating, which includes plagiarism, is unethical and unacceptable. Plagiarism is defined as using someone else’s work without directly crediting the original source and can be divided into direct copying (simply taking someone else’s work word for word and using it as your own), mosaic copying (taking bits and pieces of someone else’s work and using it as your own), and insufficient attribution (failure to cite the source of your information or ideas even if you have paraphrased the source). Plagiarism hurts the person plagiarized, as their work has been stolen; classmates, since it unrealistically raises performance expectations; and the plagiarist, since your education is devalued through cheating. All cases of plagiarism or cheating will be referred to the Center for Student Rights and Responsibilities for investigation, without exception. Students are responsible for knowing the policy regarding academic honesty: http://csrr.sdsu.edu/academics1.html, and the policy regarding the student conduct code: http://csrr.sdsu.edu/conduct1.html. Additional information can be found on the Center for Student Rights and Responsibilities webpage: http://csrr.sdsu.edu/index.html.

Class Conduct: Please turn off your cell phones or put them to SILENT (Note: “vibrate” is not silent!). Using your phone in class is distracting to you and to your classmates. Please be courteous! Questions and vigorous debate are healthy academic habits, but please proceed with open ears and an open mind. Give your classmates the benefit of the doubt when discussing or debating topics in class, and refrain from personal attacks or insults. Bullying of any kind, or any threatening verbal or physical conduct will not be tolerated, and will be referred to the Center for Student Rights and Responsibilities for investigation, without exception.

Email: Email is an excellent tool for communication. However, at times its shroud of anonymity and ease of use create unfortunate circumstances, misunderstandings, and ill feelings. Please note the following points on email etiquette:

- Write concise messages with specific questions or comments. If your question relates to class content, please speak to me in person. I am unable to answer email questions in-depth. A good rule of thumb: if your question requires more than a single sentence response or a back-and-forth exchange, please talk to me in person before/after class or during office hours.
- Be courteous and formal in class-related email correspondence. Emails to your professor and university staff should be more formal than emails to a classmate or friend. Remember that emails are public documents, even if sent to someone privately. Therefore, avoid 'flaming' (venting emotion online) and remember that humor, irony, and sarcasm are difficult to express on email. If there are conflicts, concerns or complaints, please speak to us directly.
- Plan ahead and be patient. I receive many emails a day and am unable to respond to emails immediately. Also, I do not check email on the weekend. Please keep this in mind in your email communication. I generally will deal with non-emergency, class-related email during my office hours.
- Put the course number “Anth-349” in your subject line. Again, I receive many e-mails a day, and it is easy for unobtrusive emails to fall through the cracks. If I can not tell what the e-mail is about from the subject line, it may go in the trash or SPAM folder.
## COURSE SCHEDULE

Note: dates and topics subject to change at my discretion. All changes will be announced in class and posted to Blackboard

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>Module 1: Archaeology and Origins.</td>
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<tr>
<td>Week 1</td>
<td>Aug 30</td>
<td>Archaeology and Civilization.</td>
<td>TPIP Ch1</td>
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<td></td>
<td>Sep 01</td>
<td>How we know what we know about the past.</td>
<td>TPIP Ch 2</td>
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<td>Week 2</td>
<td>Sep 06</td>
<td>What came before? Hunting and Gathering as a way of life.</td>
<td>Frank Marlowe: “Hunters, Gatherers, and Human Evolution”</td>
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<td>Sep 08</td>
<td>Hunters of the Paleolithic.</td>
<td>Reading Check 1 Due</td>
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<tr>
<td>Week 3</td>
<td>Sep 13</td>
<td>The incubation of civilization. Domestication of plants and animals</td>
<td>Jared Diamond: “Evolution, Consequences, and Future of Plant and Animal Domestication”</td>
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<td>Sep 15</td>
<td>Neolithic farmers.</td>
<td>Reading Check 2 Due</td>
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<tr>
<td>Week 4</td>
<td>Sep 20</td>
<td>Post Neolithic Transitions.</td>
<td>TPIP Ch 9; Andrew Curry: “Slaughter at the bridge”</td>
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<td>Sep 22</td>
<td>Exam 1</td>
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<td>Week 5</td>
<td>Sep 27</td>
<td>The land between two rivers.</td>
<td>TPIP Ch 10 (first half); Tate Paulette: “Domination and Resilience in Bronze Age Mesopotamia”</td>
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<td>Sep 29</td>
<td>City-States.</td>
<td>Jason Ur: “Households and the Emergence of Cities in Ancient Mesopotamia”</td>
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<td>Week 6</td>
<td>Oct 04</td>
<td>The gifts of the Nile.</td>
<td>Graham Chandler: “Before the Mummies”</td>
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<td>Oct 06</td>
<td>The rise of the State.</td>
<td>TPIP Ch 10 (second half); Andrea McDowell: “Daily Life in Ancient Egypt”</td>
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<td>Week 7</td>
<td>Oct 11</td>
<td>Indus.</td>
<td>TPIP CH 11 (“Indus”); Jonathan Mark Kenoyer: “Uncovering the Keys to the Lost Indus Cities”</td>
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<td>Oct 13</td>
<td>Corporate leadership.</td>
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<td>Week 8</td>
<td>Oct 18</td>
<td>The Yangtze and the Yellow.</td>
<td>TPIP Ch 11 (“China”)</td>
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<td>Week 9</td>
<td>Oct 25</td>
<td>A pause for the cause. What have we learned so far?</td>
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<td>Oct 27</td>
<td>Exam 2</td>
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<td>Week 10</td>
<td>Nov 01</td>
<td>Cattle and gold: the Bantu kingdoms.</td>
<td>TPIP Ch 14 (“Great Zimbabwe”); Thomas Huffman: “Mapungubwe and Great</td>
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<td>Module 2: A River Runs Through It: Classic Riverine Civilizations</td>
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<td>Module 3: Traders, Raiders, and Warriors: Alternative Pathways to Complexity</td>
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<td>Week 11: Nov 08</td>
<td>Nov 10</td>
<td>Week 12: Nov 15</td>
<td>Nov 17</td>
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<td>Nov 08</td>
<td>Maritime trade on the Aegean.</td>
<td>Nov 15</td>
<td>Azteca</td>
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<tr>
<td>Nov 10</td>
<td>An empire in the clouds. Inka expansionism.</td>
<td>Nov 17</td>
<td>Exam 3</td>
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**Reading Check 6 Due**

**Reading Check 7 Due**

**Reading Check 8 Due**

**Reading Check 9 Due**

**Week 13: Nov 22**
- Searching for the real El Dorado in Amazonia.
- Thanksgiving Holiday. No class.

**Week 14: Nov 29**
- The Maya Collapse.
- Mandala cities of Southeast Asia.

**Week 15: Dec 06**
- The desert blooms. The Hohokam of Central Arizona.

**Week 16: Dec 13**
- Last chance to see. What have we learned together?

**Dec 20**
- **FINAL EXAM. 10:30am – 12:30pm**