

**ANTHROPOLOGY 160 (Sec. 6) (48623)**  
**Reconstructing Lost Civilizations**

**PREREQUISITES:**

This course satisfies **SJSU Studies** (old Advanced GE) category **R** (Earth & Environment). In order to enroll, you must have **completed** the Core GE requirements (including English 1B), be of upper division standing, and absolutely, **positively**, passed the Writing Skills Test. For students beginning their continuous enrollment in Fall '05 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Additionally, courses to meet Areas R, S, and V of SJSU Studies must be taken from 3 different departments, or distinct academic units.

**COURSE DESCRIPTION:**

Reconstructing Lost Civilizations is offered as an SJSU Studies class in "Area R," Earth and Environment. This class asks the question: "How do we know what we know about civilizations of the past?" To answer this question, we explore archaeology as a way of connecting rigorous scientific inquiry with the achievements of past human societies. Archaeology is unique in its application of the scientific method to the entire 2+ million-year duration of the human cultural experience, from early hominid foraging through the development of modern civilizations. Ancient peoples lived out their lives in environments that no longer exist. People migrated across lands that now lie beneath the ocean. Civilizations evolved in changing environments and even contributed to those changes. Archaeological techniques are even being used to study contemporary behavior in the United States: For example, taking deep core samples from municipal dumps allows us to study everything from recycling to nutrition and alcohol consumption.

We will begin with a consideration of the scientific method, and evaluate its ability to answer questions of the natural world. As part of this endeavor, we will contrast the scientific theory of origins with some non-scientific explanations, as a means of exploring different epistemological approaches to the same question. After a few weeks on this question, we will turn our attention to the methods and theories of archaeology, before considering the cultural ecology of plant and animal domestication, and the cultural evolution of subsistence economies and forms of socio-political organization of human societies. This course thus draws from the physical sciences, the biological sciences and the social sciences to examine how archaeologists quantitatively and qualitatively analyze the data preserved in the archaeological record in prehistoric and historic contexts throughout the world. Our subject area intersects biology, geomorphology, paleoecology, geochronology, and anthropological archaeology — a dynamic interplay of perspectives from different academic disciplines. This course also shows how modern archaeology has unmasked pseudoscience, fraud, and stereotypes based on race and gender. Along the way, we will learn about the complexity of human adaptation and culture growth, consider why and where civilizations develop, and finally survey the oldest pristine states in the world: Mesopotamia.

## **CATEGORY "R" GE LEARNING OBJECTIVES: Earth and Environment**

1. **GOALS:** Students will cultivate knowledge of the scientific study of the physical universe and its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.
2. **STUDENT LEARNING:** Within the particular scientific content of the course, a student should be able to:
  - demonstrate an understanding of the methods and limits of scientific investigation;
  - distinguish science from pseudo-science; and
  - apply a scientific approach to answer questions about the earth and environment.
3. **CONTENT:**
  - Courses will focus on the scientific study of life forms or the physical universe.

## **COURSE LEARNING OBJECTIVES:**

1. **Interactions of science technology and society:** Students should understand the impact of technology on archaeologically-known cultures.
2. **Interaction of humans and the physical world:** Students should understand how cultures have adapted to past environments, as well as how cultures have modified their environment.
3. **Methodologies of human inquiry:** Students should understand how the scientific method is applied to archaeological research.
4. **Applications of science and technology:** Students should understand the application of appropriate technology to archaeological research.
5. **Differences between scientific, non-scientific, and pseudo-scientific approaches:** Students should be able to distinguish folk archaeology and pseudo-archaeology from scientific archaeology.
6. **Values and limitations of science and scientific inquiry:** Students should understand how [and with what controls] archaeologists go beyond the scientific method, and understand the values and constraints of doing archaeology in the real world.

## **DEPARTMENTAL OBJECTIVES**

The department of Anthropology seeks to enhance student knowledge and skills in a number of areas. Each course offered by the department fulfills one or more of the following ten objectives. Anthropology 160 (Reconstructing Lost Civilizations) fulfills all or part of the objectives listed below that are underlined.

### **KNOWLEDGE**

1. Understanding culture as the distinguishing phenomenon of human life, and the relationships of human biology and cultural processes in human behavior and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity with the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

### **SKILLS**

6. Ability to access various forms of anthropological data and literature.
7. Awareness of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### **PROFESSIONAL VALUES**

10. Knowledge of political and ethical implications of social research

**CLASS SESSIONS:**

T: 6-8:45 pm in WSQ 04.

**OFFICE HOURS, PHONE AND EMAIL:**

M: 2:30-5 pm, R: 4:30-6 pm, and by appointment in my office: CL 404J; additionally, following my night classes T and W: 8:45-9:15 in WSQ 4. You may also leave messages for me in my mailbox in CL 469 (the Anthro Dept) or at my office in CL 404J (924-5721), or by email: (jkarpf@email.sjsu.edu). The departmental FAX is 924-5348. Students are encouraged to attend office hours, and if you are unable to attend, please let me know and we can arrange alternative times and days.

**TEXTBOOKS:** (available at the Spartan Bookstore and at Roberts Bookstore)

•Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology, (5th ed.)

Kenneth L. Feder; McGraw-Hill/Mayfield (2006)

•Merriam Webster's Notebook Atlas. You will need this for the geography quizzes.

• A required course reader and handout packet will be sold in the 3rd class on T 9/11, for \$23.00. The reader includes both "practice" exams and all out-of-class paper assignments. If you don't purchase it in class that day, you may purchase it after that date at Maple Press, San Carlos St. between 10th & 11th.

**COURSE REQUIREMENTS AND GRADING:**

A substantial portion of your grade will be based on your performance on the two midterms and one final exam. All exam questions will be multiple choice; you will need a T&E 0200 form for each exam for a total of three. A one page writing assignment may also be included on the final exam. Additionally, because we will be considering both New World and Old World cultures and civilizations in this course, there will also be three geography quizzes that will **not** require scantron forms. While not unusually difficult, the course does require careful attention to lectures, class discussions, and readings. You will be exposed to a fair amount of specialized vocabulary, and be expected to think about and understand abstract ideas that may be unfamiliar to you; both of these activities require time and effort. You are expected to be actively engaged in class, take notes, and to do the reading on time, so that you can follow the development of ideas and information, and so that you can ask questions and make comments in class discussions. You will also be able to bring questions to the instructor's office hours in a timely fashion (that is, **not** only at the last minute). Tape recording of class sessions is strongly encouraged, and you are welcome to place recorders on my desk.

**Participation in in-class activities, simulations, and discussions:** In addition to lectures, students will participate in a number of class-learning activities throughout the semester. These may include such things as: 1) small group discussion on lecture and reading topics; 2) small group discussions about data from class exercises; 3) interactive group activities and simulations; 4) brief written reflections on films or videos, and 5) small group discussions exploring students own attitudes, understandings and experiences. These will occur at various points throughout the semester, and some are indicated on the course outline. Some of these activities will also provide the basis for graded class writing activities on which you will receive instructor feedback. All SJSU Studies courses must contain a substantial writing

component (minimum 3000 words or at least 12 pages of written work). Part of this will be based on participation in in-class activities (including small-group discussions and quantitative exercises) and on doing both in-class and at-home writing assignments. Some of these assignments will include practice in summarizing written work, oral presentations and small group discussions; evaluating and integrating information from varied sources; integrating alternative disciplinary conceptual frameworks and applying them to issues relating to earth and environment. These writing activities will also assess basic analytic skills and demonstrate student mastery of course content, themes, and perspectives. At least one of your out-of-class assignments will be a short (3-4 page) library-based research paper using primary source material. In these assignments, you will have a chance to explore your own responses to the ideas and information you encounter in the class, to acquire and hone both analytical and critical thinking skills, as well as to deepen your understanding through discussion, reflection, analysis, and research. **The writing assignments will be worth 10 points/page, and will be evaluated for their clarity, correctness, and conciseness, with the quantitative exercises also evaluated for accuracy. Feedback will be given on your initial writing assignments designed to help you improve on subsequent ones.** Detailed instructions will be given for each written assignment, although general instructions for out-of-class papers are included in a following section. **Note: There will be a penalty for late papers, and all assigned work must be completed in order to pass the course.**

To summarize, your final semester grade in this course will be based on the following:

• Geography quizzes: 2 X 25 pts. and 1 x 50 pts. =	100	(17.5%)
• Midterm exams: 2 X 100 pts. =	200	(35.1%)
• Writing assignments and exercises: 12 pgs. X 10 pts/pg. =	120	(21.1%)
• Final exam: 1 X 150 pts. =	150	(26.3%)
<b>TOTAL POINTS:</b>	<b>570</b>	<b>(100%)</b>

There are a total of **570 possible points**: the two midterms are worth 100 points each, the final exam is worth 150 points, and each page of the 12 pages of required written work is worth 10 points (120 total). Also, because of the cross-cultural perspective of this class, there will be three geography quizzes for a total of 100 points. **Grading will be based on per cent mastery, with 89-100% = A, 78-87% = B, 65-77% = C, 50-64% = D, and lower than 50% = F.** However, should the performance of the class fall below these arbitrary grade cutoffs, then students will be ranked according to the total points accrued and the course grade will be assigned according to a normal distribution (i.e, a curve), with the average performance given a middle "C" and the grade ranges determined by the standard deviation. Therefore, only A's and B's will be awarded if no class member receives less than 78% of the total points, and students will not be competing with each other. However, even if no one receives 88% of the total possible points, the highest ~8-15% will still receive A's. Plus grades are given to those within 1% point of a major grade change, while minus grades are only given to students bumped up to a higher grade based on improvement on the final exam. There will be optional review sessions before each exam. Students are encouraged to form study groups to prepare for exams, and to discuss topics of interest in greater depth.

### **EXAMS:**

Exam #1 will cover session 1 through session 7, and is on **Tuesday, 10/16.**

Exam #2 will cover session 8 through session 12, and is on **Tuesday, 11/20.**

The final exam will be minimally cumulative, with an emphasis on the last 3 sessions and related reading, and will be held on **Tuesday Dec. 18 from 5:15-7:30 pm.** All exams will consist of multiple choice questions, and will be administered using Scantron form T & E 0200 and a #2 pencil, although the final may also include an essay. Please purchase 3 T&E 0200 forms at the beginning of the semester, and do not fold, spindle or mutilate them! **Note: there will be no electronic devices (i.e., cell phones, pagers, palm pilots or other handhelds) or dictionaries allowed during exams;** I will, however, be more than happy to answer questions during the exams, including basic English translations, especially (but not exclusively) for non-native speakers of English.

### **MAKE-UP POLICY:**

Make-up exams will **not** be given unless 1) a **phone message** is left at 924-5721 AND an email is sent before the scheduled time of the exam, 2) the reason for missing the exam is **important, beyond your control** and 3) is **verifiable by a reliable source.** In the case of illness, an official note from a physician or nurse-practitioner is required. There will only be **one** make-up exam given, and it will be different than the original exam. If you are going to hand written work in late, you must also notify the instructor before the due date of the written assignment. There will be a penalty for written work handed in late if the reason is not important, beyond your control and verifiable by a reliable source. **All assigned work - especially writing assignments - must be completed in order to pass the course.**

### **ATTENDANCE:**

After the first few weeks, roll will not be called. Dropping the course is **your** responsibility, and I will not do it for you should you vanish during the semester. Pay attention to the drop deadline in the online Schedule of Classes. You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://info.sjsu.edu/home/schedules.html> Attendance is both necessary and expected, and it is exceedingly unlikely that you will get anything out of the class - including a passing grade - should you miss many lectures. Class will begin on time and tardiness should be avoided, although you are strongly encouraged to attend lecture even if quite late: if unavoidable, come in quietly and take a seat towards the rear; don't just blow off class if you're late. I also have no problem with you recording class sessions, but you'll probably want to sit up front for good auditory reception.

### **IMPORTANT CAVEATS AND NOTES:**

**Cell Phones:** Students will turn their cell phones off or put them on vibrate mode before they enter class, and they will put them away. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Computer Use:** In the classroom, faculty allow students to use computers **only** for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the

instructor directs students at the time of the lecture. Students who use their computers for other activities will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

**Classroom behavior:** Expectations about classroom behavior; see Academic Senate Policy S90-5 <<http://www2.sjsu.edu/senate/s90-5.htm>> on Student Rights and Responsibilities.

Finally, in the 30 years that I have been teaching at the university level, I have cancelled class a total of 2 times. Therefore, if you come to class and see a door sign indicating that class is cancelled, you should **assume it is a hoax** and wait outside the class for a minimum of 15 minutes before leaving. This 15 minute rule is a general rule for all classes, as professors can also run late.

Campus policy in compliance with the **Americans with Disabilities Act**: "If you need course adaptations or accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."

#### **SJSU ACADEMIC INTEGRITY POLICY:**

Academic integrity statement (from Office of Judicial Affairs): "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam [**NB: this is expressly allowed in all of Prof. Karpf's classes**]. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to **failing this course** and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

### **CHEATING:**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

### **PLAGIARISM:**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors.

### **POLICY ON CHEATING AND PLAGIARISM:**

Please familiarize yourself with the Policy on Academic Integrity included above and in the online course catalog (<http://info.sjsu.edu/home/schedules.html>) pp. 41-42.. In this class there are severe penalties for cheating (on exams) and for plagiarism (i.e., copying directly or close to directly someone else's words and representing them as your own). Plagiarism is cheating. There will be a zero tolerance for cheating in any form, with an immediate "F" in the course and an academic dishonesty report made to the Dean of Undergraduate Studies. Receiving two such reports is grounds for suspension or expulsion from the university. Please refer to Item 15 on page 9 (the writing guidelines).

### **DROP POLICY AND THE "W" SYMBOL (action by the university president, 8/3/98)**

1. The consequences of dropping a course are to be determined by the following schedule:  
-Drop Deadline: Last day to drop a class without a "W" grade. (Wednesday, 9/5)

**-Add Deadline: Last day to add a class, make grading changes, submit academic renewals and instructor drops. (Wednesday, 9/12)**

2. **After Wednesday, 9/12, a student may withdraw from class only for "serious and compelling reasons" which shall be defined as circumstances and genuine emergencies beyond the student's control.**
3. **These circumstances must be documented with such evidence as death certificates (or equivalent) of immediate family members, letters from employers, or notes from doctors. Failure, or anticipated failure, or non-attendance, is not a valid reason for withdrawing from a course.**
4. **The Vice President for Student Affairs shall develop a list of acceptable circumstances and guidelines for certification of said circumstances, petition forms to be issued to all colleges (which shall include space to state the reasons for the proposed withdrawal, and the current grade the student is earning), and appropriate sanctions for those submitting fraudulent certification.**
5. **The President shall appoint one individual (in accordance with Executive Order 268) to administer course and university withdrawals. This individual will be responsible for distributing and receiving petitions, verifying certification, and approving withdrawal from the University.**
6. **In the case of course withdrawals, students must first obtain the faculty member's signature. This signature indicates that the student has been advised of his/her options regarding the course. Students will be advised about the possible negative impact of the "W" on their transcript and where appropriate, be encouraged to consult with the Student Resource Center. If a faculty member does not sign the petition, the matter will be resolved by the President's appointee. The President's appointee will verify the certification that the student uses to indicate "serious and compelling" reasons for needing to withdraw before signing the petition.**
7. **When a "W" appears on a student's transcript, the transcript will contain a notice that withdrawals at San Jose State University are given only for circumstances beyond the student's control, and not for any other reason, including academic performance. The "W" will remain uncouned in the student's GPA, as before.**
8. **The option of the Incomplete remains, as before.**
9. **Nothing in the above prevents an instructor from dropping a student who has neither attended class nor contacted the instructor by the "Instructor Drop" deadline which is Census Day.**
10. **A "U" (as of F'02, a "WU") remains appropriate to assign when a student, who is enrolled on Census Day, does not successfully petition for a "W" but fails to complete course requirements, and those assignments which were completed were insufficient to make normal evaluation of academic performance possible.**

### GUIDELINES FOR ALL OUT-OF-CLASS WRITING ASSIGNMENTS:

1. Do not put any sort of cover or title page on your papers.
2. **Staple** the pages together in the upper left-hand corner. **Note:** a paper clip is not a staple...
3. In the upper **right-hand** corner of the **first page only**, please provide the following info:
  - **Your name** (first name first, last name last)
  - **Anth 160 (2), or (6)** depending on your specific section.
  - **Paper #X** (where X = a whole number between 1 and 10). Your first paper will be paper #1, etc.
  - **The due date**
4. This 4 line block of information should be **single-spaced** and **as close to the upper margin of the first page as possible**. The paper itself should be **double-spaced**.
5. **Nothing** else should appear at the top of the paper; **no title, not my name: nothing**.
6. Skip **one line only** (i.e. a double space) and begin the body of your paper. The first sentence of the first paragraph should indicate the topic of the writing assignment.
7. Do **not** worry about formal paper construction, i.e., an introductory paragraph, a formal concluding paragraph or whatever; simply **address the questions asked**.
8. **Number** your pages at the **bottom middle** of each page.
9. No **margin** should be larger than 1"; that means **all margins**: left, right, bottom (and the top of all pages other than the first page).
10. If the assignment is for 3 pages, this means **3 complete pages**; not 2 and 1/2, not 2 and 3/4, but **3 full pages**. Points will be deducted for short assignments. It is probably to your advantage to go a few sentences over the minimum if you aren't certain about length.
11. **Left justify only**. Do **not** justify the right margin; leave it ragged.
12. Use "standard" fonts, and do not use any font larger than 12 point or smaller than 9 point.
13. Use **5-space indentations** for new paragraphs; do **not** use **line-breaks** between paragraphs.
14. **DO NOT QUOTE! All** of the writing should be in your own words. If you need to summarize the content of another person's writing, identify your source and **paraphrase**. This is good practice; if you can paraphrase accurately, then you understand what the person is saying. **NO QUOTES!**
15. **DO NOT PLAGIARIZE!** There are SEVERE penalties for plagiarism (i.e., copying directly or close to directly someone else's words and representing them as your own). **Plagiarism is cheating**. Cheating at the university is grounds for: receiving an F for the assignment, receiving an F in the course, and/or suspension or expulsion from the university. So do not use direct quotes and **do not plagiarize**; instead, respond in your own words. If there is any hint of plagiarism (including two students turning in substantially similar papers) you will receive an "F" in the course and I will file an academic dishonesty report which can lead to your expulsion from the university. **NOTE: I utilize 4 different plagiarism software programs, including 3 which search the net**. Please familiarize yourself with the Policy on Academic Dishonesty in the online schedule of classes, the online course catalog (<http://info.sjsu.edu>) and the section that follows in this greensheet. Please do not make me fail you...
16. **Proof-read** your paper. Points will be taken off for sloppy grammar, syntax and spelling. Especially if English is not your first language, it may be useful to have your paper proof read by a native English speaker who writes well, or at the Learning Center in Student Services.
17. Points will be taken off for not following instructions.
18. Points will be taken off for late papers that are **unexcused**; 1/2 of the points if turned in within 2 days of the due date. Any paper which is later than that will fail to earn points but will count towards satisfying the SJSU Studies writing requirement.

**COURSE OUTLINE**

<u>Session</u>	<u>Date</u>	<u>Topic</u>	<u>Text</u> F=Feder R=Reader
1	T 8/27	Introduction and course logistics Introduction to anthropology <b>Writing assignment #1 (In class) and survey</b>	F: Ch. 1 F: Ch. 2
2	T 9/4	Introduction to archaeology and a science of culture The scientific method: The assumptions	R: 1-15 F: Ch. 3 R: 19-30
- -	W 9/5	<b>LAST DAY TO <u>DROP</u> A CLASS!</b>	
3	T 9/11	The scientific method: The process Science vs. pseudoscience: Evolutionary theory <b>Course Reader sold in class: bring \$23!</b> <b>Writing assignment #2 (out of class): begin</b> <b>Small group critical thinking exercise (IC)</b>	F: Ch. 7 & 8 R: 189-196
- -	W 9/12	<b>LAST DAY TO <u>ADD</u> A CLASS OR CHANGE GRADE OPTIONS!</b>	
4	T 9/18	Science vs. pseudoscience: The predictions Science vs. pseudoscience: The data <b>Internet-based research paper #3: begin</b>	F: Ch. 9 & 10 R#2 & R#29
5.	T 9/25	Why "scientific-creationism" is an oxymoron Why theories matter	F: Ch. 11 R: 15-19
6	T 10/2	Archaeological terms Archaeological concepts, or Context is everything	R: 32-56 R: 57-59
7	T 10/9	Archaeological methods Archaeological methods: Relative Dating <b>Writing assignment #2 DUE</b>	F: Ch. 5 & 6 R: 60-69 R: 93-105
- -		<b>REVIEW SESSION FOR EXAM #1: (Time/Place TBA)</b>	
8	T 10/16	<b>MIDTERM EXAM #1 (<u>Remember to have your T&amp;E form filled out!</u>)</b> Archaeological methods: Atomic theory <b>Quantitative exercise #4: begin</b>	R: 88-92;R#26 R: 105-115

<u>Session</u>	<u>Date</u>	<u>Topic</u>	<u>Text</u>
9	T 10/23	Archaeological methods: radiometric decay Archaeological methods: Absolute dating methods	Map Quiz #1(Old World) R: 69-87
10	T 10/30	Highlights of 4 million years of hominid evolution The Pleistocene/"Holocene" transition & basic ecological principles Internet-based research paper #3 DUE	F: Ch. 4, R#27 R#11, 12, & 31 R#33,38-39 R: 189-195
11	T 11/6	Human subsistence strategies: terms and concepts Plant domestication	Map Quiz #2 (New World) R#13 R#34-37 R#20
12	T 11/13	Animal domestication Human social organizations: Bands and tribes Quantitative exercise #4 DUE Paper #5 (Library assignment): begin	R# 14 & 15 R# 16 & 17 R: 196-206
- -		REVIEW SESSION FOR EXAM #2: (Time/Place TBA)	
13	T 11/20	MIDTERM EXAM #2 ( <u>Remember to have your T&amp;E form filled out!</u> ) Human social organizations: Chiefdoms & States	R: 206-229
14	T 11/27	Theories on the evolution of cultural complexity The origin of states and civilization Paper #5 (Library assignment): DUE	R# 19 R# 21 & 22 R#32; #38-39
15.	T 12/4	An example: Mesopotamia: Sumeria Babylonia/Akkadia & Assyria Applied archaeology, the past as propaganda & archaeology's futures	R#40-44, #28 F: Ch. 12 R#45-50
		[Civilizations you will learn primarily from the reading: Egypt, China, Indus, Mesoamerica, and Andean South America]	R# 23-25
- -	T 12/11	Review Session for Final Exam (Time/Place TBA)	
	T 12/18	FINAL EXAMINATION & <u>Map Quiz #3 (Africa!)</u> (5:15-7:30 pm) NOTE THE TIME DIFFERENCE!	