
Archaeology 303: Old World Prehistory

Summer 2006 Syllabus
Daily 10:50 –11:50
Denny Hall 307

Instructor: Aksel Casson
casson@u.washington.edu
Office hours by appointment
Office located in Denny 421

Course Homepage: <http://courses.washington.edu/archy303/>

Course Epost: <https://catalyst.washington.edu/webtools/epost/register.cgi?owner=casson&id=15729>

Course Description

This course covers Old World prehistory from the beginnings of human culture in Africa, Europe, and Eurasia to the rise of the first true civilizations. Students will learn about the first tools made by humans, the spread of humans out of Africa, the process of Neolithization (including the origins of agriculture and the development of sedentism), and the rise of state society. Geographic regions covered will include: Africa, the Near East, Egypt, China, India, Europe. The instructor will supplement material from the course text with examples from his fieldwork at early agricultural sites in the Jordan Valley and late hunter-gatherer sites in northern Turkey.

Text

Wenke, Robert J.

1999 Patterns in Prehistory: Humankind's First Three Million Years, 4th Edition. Oxford University Press. **REQUIRED**

Chapters and Articles as linked from the course homepage, *e.g.* Klein.

Important Notes

1. Plagiarism, copying, or cheating of any kind will automatically earn you a 0.0 for the entire class.
2. In order to pass this course, you must complete ALL assignments.
3. Speaking up, making comments, and asking questions is encouraged, but hostility towards other students is not permitted, no matter how much you may disagree with their point of view; all students are encouraged to express their ideas without fear of negative repercussions.
4. Mobile phones, pagers and other noise-making devices should be switched off prior to the beginning of lecture. Switch all devices off out of courtesy to your classmates.
5. If you need to leave during lecture, or if you arrive after lecture has already started, try to be inconspicuous. Don't let the door slam, don't walk between the instructor/video and the class, and don't make a big production. If you think you will need to leave prior to the break or the end of class, or if you arrive late, find a seat close to the door to avoid walking all the way across the room.
6. The majority of Fridays will be reading days. That is, we will not meet for lecture on Fridays, except for those weeks where student presentations are scheduled.

Schedule and Assignments

Assignments may be rescheduled with the prior consent of the instructor.

	<u>Lecture and Discussion Topic(s)</u>	<u>Readings</u>	<u>Assignments</u>
Week 1: June 19-23	Introduction →Geography →Dating Techniques →Principles of Archaeology	Wenke, Chs. 1 & 2 <i>Klein</i>	None Map Quiz June 23 rd
Week 2: June 26-30	Lower Paleolithic →Hominid Origins →Early Tool Use → <i>Homo</i> and <i>Erectus</i> grade hominids	Wenke, Ch. 3 <i>Plummer</i>	Select First Presentation Topic
Week 3: July 3-7 No Class on 4 th of July	Middle Paleolithic →Middle Stone Age, Africa →Neanderthals in Europe	Wenke, Ch. 4 <i>Marean and Assefa</i>	Exam I July 7th
Week 4: July 10-14	Upper Paleolithic →Evolution of <i>H. sapiens</i> →Out of Africa II: <i>H. Sapiens</i>	<i>Klein</i> <i>Deacon and Wurz</i>	Student Presentations begin July 13 th
Week 5: July 17-21	Upper Paleolithic → Europe and Asia Epi-Paleolithic Early Natufian	<i>Moore</i> <i>Bar-Yosef</i> <i>Byrd</i>	Select Second Presentation Topic
Week 6: July 24-28	Neolithic →Village Life →Plant and Animal Domestication	Wenke, Ch. 6 <i>Hodder</i> <i>Bar-Yosef</i>	Abstracts Due Monday July 24 th Exam II July 28th
Week 7: July 31-Aug 4	Cultural Complexity →General Trends →Social Inequality	Wenke, Ch. 7-8	None
Week 8: Aug 7-11	Cultural Complexity → Regional Examples	Wenke, Chs. 9-11 <i>Underhill and Habu</i>	Student Presentations begin Aug 10 th
Week 9: Aug 14-18	State Formation → Regional Examples	Wenke, Ch. 12 <i>Forest</i> <i>Algaze</i> <i>Pollock</i>	Abstracts Due Thursday Aug 17 th
Final Exam			Exam III Aug 18th

Italicized readings available on the course homepage.

Additional topical readings may be assigned throughout the quarter and will be made available on the course homepage. These will be selected to supplement lectures and will be suitable material for exams.

Student Evaluation

Exams (225 points)

There will be three exams in this course. These exams are cumulative in the sense that information learned early in the course will provide the basis for latter parts of the course, but specific information from the first exam will not be on later exams. These exams are each worth 75 points each. You cannot pass the course without completing each exam.

Presentations (100 points)

During the course of the quarter, each student will be responsible for the presentation of known information from two archaeological sites. Each presentation, approximately 10-15 minutes in length, should detail the specifics about one archaeological site of relevance to the course. The suitability of sites for presentation must be cleared with the instructor. Each presentation is worth 50 points.

Discussion Questions and Participation (35 points)

Participation is not limited to discussion during class times, though this does represent an excellent forum to present your opinions and/or to voice questions about course content. Participation also includes the submission of discussion questions, via email, to the instructor. Students are expected to submit potential discussion questions (based on assigned readings, films, and lecture) using the course EPost utility. We will then select those questions most amenable to discussion and introduce them to the class during lecture. Students will be responsible for submitting a total of five **good** discussion questions during the quarter. Additionally, students are expected to provide feedback for the presentations of their classmates. Students not presenting material are responsible for providing feedback and asking questions, whether in class or on the course E-Post message board.

Abstracts (40 points)

Abstracting topical material is a critical skill in all disciplines. It allows one to access summarized records of key sources. For this course, students are expected to abstract all readings used in preparation for presentations (each set of abstracts will be worth 20 points). Abstracts should contain only the critical elements of each article or chapter that has been assigned and should vary in length from one paragraph to AT MOST one page, per source.

Grade Scale (400 Total Points)

	GPA	Percent	Points
A	4.0-3.8	95-100%	380-400
A-	3.7-3.6	90-94%	360-379
B+	3.5-3.2	87-89%	348-359
B	3.1-2.9	84-86%	336-347
B-	2.8-2.5	80-83%	320-335
C+	2.4-2.2	77-79%	308-319
C	2.1-1.9	74-76%	296-307
C-	1.8-1.5	70-73%	280-295
D+	1.4-1.2	67-69%	268-279
D	1.1-0.9	64-66%	256-267
D-	0.8-0.7	60-63%*	240-255
F	0.0	0-59%	0-239

* Lowest passing grade.