

Arky 205: Ancient Peoples and Places



Upper Paleolithic burial at Sungir, Russia: Two adolescents with tools and 1000s of decorative beads made of mammoth ivory
Illustration by Libor Balák ©

Fall 2021 Syllabus
 WEB Based: Asynchronous Format
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 Office Hours: Wednesdays 10-11am by appointment

TA: TBD
 TBD@ucalgary.ca
Office hours
 Open Group Session: TBD
 Closed Appointments: TBD

Section	Days	Time	Format
Lecture	Asynchronous	Released on Tuesday/Thursday at 11:00am	D2L – Video/Interactive content + notes & readings
Office Hours	TA – Group Session: Thursdays 11:00-12:15am TA – Appointment Sessions TBD Instructor: Wednesdays 10-11am		Zoom Links Accessible via D2L

Overview: This course is an introduction to archaeological perspectives on the deep history of human origins and development. The time span we will address begins about 6 million years ago and covers the emergence of early modern humans to the beginnings of complex social organization. Course content is built around two themes: 1) the significant events, patterns and processes that characterize human development, and 2) how archaeologists produce knowledge about a past we can never visit. We start with a brief overview of the development of archaeology as a discipline, with a focus on epistemology – the process of how we come to know, verify and assemble archaeological knowledge. We will then turn to the archaeological perspective of hominin cognitive and social development. Students will learn key debates on the emergence of the human mind in the Middle Stone Age/Palaeolithic, and the geographical expansion of hunter gatherer communities from Africa, into the Europe/Asia, Australia and North America. We will examine hunting and gathering as a mode of existence, along with the key transitions and processes involved in the origins of agriculture, and urbanism. The course finishes with the emergence of early world economic systems in the Bronze Age*. Ancient Peoples and Places is a course that is

accessible and relevant for students from any program. Students will find that understanding the deep history of human development has high relevance to a variety of fields of study. Throughout the course we will identify aspects of our lives and experiences in the present which are tied to processes set into motion long ago. A particularly pertinent topic that students will encounter throughout the semester is the nature of human-environment relationships, and the extent to which communities have, through time, shaped the world around us.

**Note: Arky 205 is intended to be partnered with Arky 325 (Ancient Civilizations) which picks up where this course ends in terms of the timeline.*

Learning Outcomes:

Students will develop and understanding and ability to discuss

- 1) Significant events, patterns and processes in deep history
- 2) The epistemological challenges that archaeologists address
- 3) The evidence on which archaeologists build accounts of the past
- 4) Key archaeological debates on human development
- 5) The relevance of archaeology in a rapidly changing world

Format: The course will follow an asynchronous and modular format. Each week, there will be 75 minute recorded lectures which will be available through D2L, released according to the scheduled course time (T/TR 11:00-12:15). Each lecture will be paired with complementary readings/web-based interactive material, and I will post a PDF of essential notes. Testable material in this course will include any material covered in the lectures or readings, and I will use the essential notes to highlight sections that are particularly relevant. Throughout the semester, students should utilize office hours or book an appointment for direct communication and help from the TA & Instructor.

A lecture and readings schedule, along with course updates, will be available through Desire2Learn (D2L). To make sense of content, students are strongly advised to do the assigned readings prior to watching the lecture.

Course Readings: There is ***no*** course textbook ***but*** there will be required readings and articles. All assigned readings are either available through digital access via the University of Calgary Library, or access will be made available through D2L. In **Module 1** of the course, there will be a special assignment to familiarize students with types of academic publications and how they can be accessed. For the remaining modules, students are expected to retrieve and do the posted readings *before* the lecture. There will typically be 2 peer-reviewed article length readings per lecture. In the lectures, I will specify which parts of the readings contain testable material.

Course Content & Human Remains: Please be aware that depictions of human remains will be a regular part of both the lectures and readings, due to the content of the course.

Required Learning Technologies: In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer/adequate software and malware

- A current and updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection

Course Requirements/Marks:

This course is divided into 7 modules which consist of 3-4 lectures followed by a quiz (see “Course Schedule”). Each quiz is non-cumulative but will involve special preparations that will be introduced in the lecture.

		Release date (see Quiz Policy for writing window)
Quiz 1 +Assignment*	15%	(Sept 16)
Quiz 2	15%	(Sept 28)
Quiz 3	15%	(Oct 14)
Quiz 4	15%	(Oct 28)
Quiz 5	15%	(Nov 18)
Quiz 6	15%	(Dec 2)
Quiz 7	10%	(Dec 7)

Quiz Format: Quiz questions will be drawn from the lecture, course readings and from films/interactive media in class. Each quiz may consist of multiple choice, short answer, long answer or pre-prepared questions introduced in the Lecture. Quizzes will be closed book format, and no two students will write the same quiz as there will be variation in questions. In certain circumstances, pre-prepared questions will be included where students will do open-book preparatory work, which they will then paste into the quiz, but these will clearly outlined in the lecture. Quizzes will be **non-cumulative** and administered via D2L. Before each scheduled quiz, there will be a review presented at the final lecture outlining key study themes.

*Quiz 1 Assignment: This is a short exercise based around engaging the primary literature in archaeology. Students will research and build an annotated bibliography of 3 peer reviewed references relevant an important site we will discuss in class – Stonehenge. The format and rubrics for the assignment will be presented in class, and students will submit the assignment electronically as a part of Quiz 1, which will also contain other questions.

Online Quiz policy: Quizzes are designed to be completed in 50 minutes, but students can use an additional 50% of that time (75 minutes in total) to allow for any technical issues that arise. If students experience technical issues at any point during the quiz, please contact the instructor and a solution will be found. Students will be able to sit the quiz or exam on their own time within a 72-hour period which will begin at 11:00am on the scheduled dates. During the 72-hour exam period, special office hours will be held to address any issues, and the instructor/TA will check and reply to email messages as soon as possible.

Policy for Late Work/Missed exams or quizzes: If you know you will miss an important date, or need an extension for written work, get in touch with me prior to the relevant date. In the event of extraordinary circumstances, such as illness, students will have access to extensions. Please

refer to <https://www.ucalgary.ca/registrar/registration/appeals/student-faq> for frequently asked questions. See “*Supporting Documentation*” in the Supplemental Information section below for further information.

Email Policy: PLEASE include the word ARKY 205 in the title of any email messages. Please keep messages as concise as possible, and I will try to respond within 2 working days. If you are unable to attend the scheduled office hours, but would still like to speak with me, we can schedule an appointment.

Grading Scheme: We will be following the Department of Anthropology and Archaeology’s standard scheme. Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80 – 84.9%	C	63 – 66.9%	F	< 50%

Course Schedule: The readings list, key dates, and lecture schedule will be posted on D2L. The schedule below is tentative and subject to change, with the exception of quiz dates.

DATE	Lecture/Topic	Notes
Module 1: Archaeological Knowledge		
Sept 7	Introduction to Deep History	
Sept 9	Stonehenge Video & Worksheet	Assignment
Sept 14	Archaeological Knowledge & Basic Concepts/Terms	Assignment
Sept 16	Assignment/Quiz 1 (Instructions given in lecture)	
Module 2: Human Origins		
Sept 21	From Miocene Apes to Homo Habilis	
Sept 23	Homo Erectus to Homo Heidelbergensis	
Sept 28	Neanderthals, Denisovans & Modern Humans	
Sept 28	Quiz 2 Released	
Module 3: Emergence of Mind & Community		
Oct 5	Film: Cave of Forgotten Dreams + Worksheet	
Oct 7	The Emergence of Mind and Community 1	
Oct 12	The Emergence of Mind and Community 2	
Oct 14	Quiz 3	
Module 4: The Peopling of Earth Systems		
Oct 19	Expanding Geographical Horizons: Beringia & the Americas	

Oct 21	Expanding Geographical Horizons: The Politics of “Peopling”	Special presentation
Oct 26	The Roots of the Anthropocene	
Oct 28	Quiz 4	
Module 5: Domestication and Neolithic Ecology		
Nov 2	The Mesolithic & Doggerland	
Nov 4	Terror at Herxheim: Early Neolithic Communities	
Nov 8-12	Reading week – special Neolithic assignment for Quiz 5	
Nov 16	The Many Origins of Agriculture	
Nov 18	Quiz 5	
Module 6: Power and Stratification		
Nov 23	Return to Stonehenge: The Neolithic/Bronze Age Transition	
Nov 25	Debating Complexity: The Beaker People vs Poverty Point	
Nov 30	Early States: Mesopotamia vs Egypt	
Dec 2	Quiz 6	
Module 7: Contingency and Deep History		
Dec 7	Minoans & Modern Europe	
Dec 7	Quiz 7 Released (see Quiz Policy for writing period)	

*The complete readings list and bibliographic details will be available and updated through D2L

SUPPLEMENTAL INFORMATION

PRINCIPLES OF CONDUCT

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html. Students should also familiarize themselves with University policies regarding non-academic misconduct: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

PLAGIARISM, CHEATING, AND STUDENT MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at:

www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

SUPPORTING DOCUMENTATION

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC MISCONDUCT

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the

professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk