

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 ©

Winter 2020 Syllabus

- WEB Based: Asynchronous Format

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Office Hours: Thursdays 14:00-15:00

OR by appointment

TA: TBD

Section	Days	Time	Format
Lecture	Asynchronous	Released by schedule	D2L – Video/Interactive content + notes & readings
Office Hours	TA: TBD Instructor: Thursdays 14:00-15:00		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 of and an 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 recorded lectures which will be available through D2L, according to a schedule. 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 will be made available through D2L. In **Module 1** of the course, we will have 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. In the lectures, I will specify which parts of the readings contain testable material.

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

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 may involve special preparations that will be introduced in the lecture.

Quiz 1 +Assignment*	15%	(Jan 21)
Quiz 2	15%	(Feb 4)
Quiz 3	15%	(Feb 25)
Quiz 4	15%	(Mar 11)
Quiz 5	15%	(Mar 25)
Quiz 6	15%	(Apr 8)
Quiz 7	10%	(Apr 15)

Quiz Format: Quiz questions will be drawn from the lecture, course readings and from films/interactive media in class. Each quiz will consist of multiple choice and short answer questions. 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 5 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 exam, 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 8:00am 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.

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 workings 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.

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

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		
Jan 12	Introduction to Deep History	
Jan 14	Stonehenge Video & Worksheet	Assignment
Jan 19	Archaeological Knowledge & Basic Concepts/Terms	Assignment
Jan 21	Assignment/Quiz 1 (Instructions given in lecture)	
Module 2: Human Origins		
Jan 26	From Miocene Apes to Homo Habilis	
Jan 28	Homo Erectus to Homo Heidelbergensis	
Feb 2	Neanderthals, Denisovans & Modern Humans	
Feb 4	Quiz 2	
Module 3: Emergence of Mind & Community		
Feb 9	Film: Cave of Forgotten Dreams + Worksheet	
Feb 11	The Emergence of Mind and Community 1	
<i>Feb 16 - 18</i>	<i>READING BREAK</i>	
Feb 23	The Emergence of Mind and Community 2	
Feb 25	Quiz 3	
Module 4: The Peopling of Earth Systems		
Mar 2	Expanding Geographical Horizons: Beringia & the Americas	
Mar 4	Expanding Geographical Horizons: The Politics of “Peopling”	
Mar 9	The Roots of the Anthropocene	
Mar 11	Quiz 4	
Module 5: Domestication and Neolithic Ecology		
Mar 16	The Mesolithic & Doggerland	
Mar 18	Terror at Herxheim: Early Neolithic Communities	
Mar 23	The Many Origins of Agriculture	
Mar 25	Quiz 5	
Module 6: Power and Stratification		
Mar 30	Return to Stonehenge: The Neolithic/Bronze Age Transition	

Mar 31	Debating Complexity: The Beaker People vs Poverty Point	
Apr 6	Early States: Mesopotamia vs Egypt	
Apr 8	Quiz 6	
Module 7: Contingency and Deep History		
Apr 13	Minoans & Modern Europe	
Apr 15	Quiz 7	

*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

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>

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at <https://ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

Information on the acceptable use of electronic resources can be found here: <https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-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/>.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office.

Academic Accommodations

It is the student's responsibility to request academic accommodations. Students may find information on accommodations at: <https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: pcdawson@ucalgary.ca).

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 unauthorised 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 Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.