UCONN
UNIVERSITY OF CONNECTICUT

Syllabus: Summer I 2021

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: ANTH 1500: Great Discoveries in Archaeology
Credits: 3
Format: Fully Online, Asynchronous
Prerequisites: None
Professor: Dr. Alexia Smith
Email: alexia.smith@uconn.edu
Office Hours/Availability: Office hours by appointment. I will respond to questions within 24 hours on weekdays (up to 48 hours on weekends). Please check your email regularly. Important information regarding the course such as upcoming deadline reminders, useful strategies for approaching the material, etc., will be sent out regularly as announcements. Announcements are posted within HuskyCT but are also sent to your email.

Course Materials

Required course materials should be obtained before the first day of class.

1. **Internal computer camera or external webcam** (this course is <u>not</u> designed to work with mobile devices). Access to a printer is helpful but not required. Please see below for additional software/technical requirements. Note: if you are a Mac user, .pages files are not compatible with HuskyCT. UConn provides MS Office products free to students. Additional technical/software requirements are listed towards the end of the syllabus.
2. **No textbook is required** for this course. All assigned readings are Open Access and are accessible at no charge through HuskyCT. Additional news items will be posted throughout the semester. The syllabus, links to websites, grades, updates and announcements, etc., will also be posted on HuskyCT. You should check the site frequently. You will need your Net ID to log on.
   Important note: all of the lectures and quizzes posted within HuskyCT are copyrighted by the instructor. **Do not post any course materials online or share with anyone outside of the course.**

Course Description

Great Discoveries in Archaeology provides an introduction to archaeology and world prehistory for all students interested in human evolution and early civilizations. Archaeology is the systematic, scientific study of the human past based on the investigation of material culture and its context. The course follows an approximate chronological scheme beginning with our origin as a species, leading up to the development of agriculture, writing, and the emergence of complex societies and civilizations in the Old World and the New World. This course provides insight into what archaeologists do, how they reveal the every-day lives of peoples of the past, and the ethical responsibilities they uphold. New discoveries are constantly being made (expect regular news flashes!) and with each new discovery we are forced to reexamine our interpretations of the past. There is no one answer to many of our questions, but some hypotheses are better than others because they best explain the existing data. This course will guide you through the reasoning behind various interpretations of the past, and will provide you with the basic skills to critically evaluate new discoveries in the future. Anth 1500 satisfies UConn General Education requirements for:

1. **Content Area 2 (Social Sciences)**

2. **Content Area 4 International** (Diversity and Multiculturalism – International)
3. Prerequisite for the **major in Anthropology**. With careful planning, Anthropology can easily be added as a second major. Feel free to reach out to me if you would like to learn more about majoring or dual majoring in Anthropology.

General Education requirements ensure that UConn undergraduates become articulate, acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. More information about General Education requirements can be found in the UConn Course Catalog.

Course Objectives

By the end of the semester, students should be able to:

1. Identify the basic history of archaeological inquiry and practice.
2. Identify important scholars and their associated contribution to archaeology.
3. Describe the range of archaeological tools and theoretical approaches used to find and excavate sites, date remains, generate data, and help us understand and date social change, historical events, and the diversity of past human behavior.
4. Identify the geographical location, age, and social relevance of important ecofacts, artifacts, and sites.
5. Describe archaeological data and theories related to the evolutionary history and migration of important hominin species, the widespread use of art, the origins of agriculture, and the emergence of socially complex and urban societies across the globe.
6. Evaluate the way changes in social organization, political systems, and material culture relate to environmental and climate change, and cultural and historical contexts through time.
7. Discuss major international and US law governing preservation of archaeological remains.
8. Debate the ethical arguments surrounding the classification, preservation, conservation, and cultural heritage management of archaeological remains.
9. Evaluate archaeological reporting for thoroughness, relevance, stereotyping, diverse cultural perspectives, and bias.

Course Outline

Module 1: Archaeology: Basic Principles
Module 2: Human Evolution
Module 3: Peopling of the World
Module 4: Upper Palaeolithic and Early Art
Module 5: Origins of Agriculture and Early Social Complexity
Module 6: State Level Societies of the Old World
Module 7: State Level Societies of the New World
Module 8: Valuing the Past

Module	Dates	Graded Assignments to Complete (see modules for readings, videos, and lecture materials)	Initial Post Due Date (applies to Discussions only)	Response Posts, Journals, Reflections and Quizzes Due Date
Course Orientation	06/01 To 06/02	Syllabus Quiz		6/2
		Practice Assignment		6/2
		Practice Journal		6/2

Module	Dates	Graded Assignments to Complete (see modules for readings, videos, and lecture materials)	Initial Post Due Date (applies to Discussions only)	Response Posts, Journals, Reflections and Quizzes Due Date
		Participate in Introductory Discussion	6/1	6/2
1 Archaeology: Basic Principles	06/01 To 06/03	M1 Journal Entry		6/1
		M1 Assignment: Stratigraphy Exercise		6/3
		M1 Group Discussion	6/2	6/3
		Module 1 Quiz		6/3
2 Human Evolution	06/04 To 06/9	M2 Journal		6/4
		M2.1 Assignment: Map Exercise and short answer		6/8
		M2.2 Assignment: Species Summary Sheet		6/9
		M2.3 Assignment: Famous Hominin Sheet		6/9
		M2 Group Discussion	6/8	6/9
		Module 2 Quiz		6/9
3 Peopling of the World	06/10 To 06/12	Module 3 Quiz		6/12
		M3.1 Group Discussion	6/12	6/13
4 Upper Palaeolithic and Early Art	06/13 To 06/15	M4 Journal Entry (Optional)		No due date
		M4 Quiz		6/15
		M4.1 Group Discussion	6/14	6/15
5 Origins of Agriculture & Early Social Complexity	06/16 To 06/19	M5 Assignment: Radiocarbon and Dendrochronology		6/19
		M5 Quiz		6/19
		M5.1 Group Discussion	6/18	6/19
6	06/20	M6 Journal Entry		6/20

Module	Dates	Graded Assignments to Complete (see modules for readings, videos, and lecture materials)	Initial Post Due Date (applies to Discussions only)	Response Posts, Journals, Reflections and Quizzes Due Date
State Level Societies of the World	To 06/25	M6 Culture Under Attack Survey		6/22
		M6.1 Group Discussion	6/23	6/24
		M6 Assignment: Destruction of Cultural Heritage during War		6/24
		M6.2 Group Discussion	6/25	6/26
		M6 Quiz		6/25
7 State Level Societies of the New World	06/26 To 06/30	M7 Journal		6/26
		M7.1 Assignment: Native American Site Survey List		6/28
		M7.1 Group Discussion	6/29	6/30
		M7 Quiz		6/30
8 Valuing The Past	06/30 To 07/02	M8 Journal		6/30
		M8 Assignment: Article Assessment		7/2
		M8 Group Discussion	7/1	7/2
		M8 Quiz		7/2

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Quizzes	35%
Discussions	35%
Journals	5%
Assignments	25%

Quizzes
There will be a short quiz at the end of each module (they become available on the first day that a module opens). These quizzes are required (you must attempt all of them) and are intended to assess your

understanding of fundamental terms, concepts, contributions of various scholars, etc. Basic map quizzes will also be included in some of the modules, where you are asked to identify the location of a site (by country). The quiz question types will be multiple choice, True/False, and matching. The quizzes within Modules 1 to 7 will be self graded, with answers available at the end of the availability period. The final quiz in Module 8 involves short answer and ordering questions. Quiz 8 will be graded by your instructors. Each quiz will vary in the total number of points. You will have 60 minutes to complete the quizzes, which is ample time if you have completed the assigned readings and videos. The quizzes will use Respondus Lockdown Browser (RLB) with Monitor to authenticate your identity.

All **quizzes are open book** (quiz deadlines are posted in the Course Schedule). **Please note that once you activate RLB, you will not have direct access to the materials within HuskyCT. While taking a quiz, you can consult any of your notes, printed materials, another device, or any materials that you have downloaded (remember that all materials are copyrighted and cannot be shared outside of the course).** When you first login to the quiz, you will be required to show your UConn ID in order to verify your identity. If you do not have your UConn ID yet, a government-issued ID can also be used. The Syllabus Quiz, in the Course Orientation module, will use RLB so you can get some practice using the tool before any graded quiz is required.

Discussions

You will each be assigned to discussion groups within HuskyCT. Within discussions, you will get to know your peers and will discuss a range of topics related to each module. This is a great place to share your thoughts and learn from one another. Please pay attention to the due dates for each discussion thread post and remember that your peers are relying on your participation both for giving and receiving important feedback. Be sure to respond within a peer's post that has not yet received feedback before contributing to an ongoing discussion. You may find it helpful to subscribe to discussion forums so that you will receive email alerts when someone adds a new post. **To subscribe to a discussion,** click on the discussion link, and then select the "subscribe" button at the top left. The discussions will be monitored and graded via a rubric, which is available in each forum and provides the expectations of each post. Each discussion is worth 100 points (50 points for your initial comment and 50 points for your follow up post). The instructor will provide follow-up summary posts.

Journals

Journals provide a way for you to share your thoughts on a topic directly with your instructor. There are no right or wrong answers to these posts. They help the instructor guide you through the material better. There are five graded journal entries (Modules 1, 2, 6, 7, & 8). These will be graded for completion. There is an additional, optional journal entry within Module 4 where you are invited to share information with your instructor if you would like to.

Assignments

There are 8 assignments in the course (3 assignments in Module 2 and 1 each in Modules 1, 5, 6, 7, and 8). These assignments are designed to help you better understand the way that archaeological knowledge is structured and deepen your understanding of the archaeological record and cultural heritage. Some assignments require more time and thought than others and will be worth more points. The points provided for each assignment are listed within the instructions for each assignment.

Grading Scale (Undergraduate):

Grade	Letter Grade	GPA
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3

73–76	C	2.0
70–72	C-	1.7
67–69	D+	1.3
63–66	D	1.0
60–62	D-	0.7
<60	F	0.0

Due Dates
All course due dates are identified in the Course Schedule. Please be sure to check the schedule regularly so that you have a sense of upcoming discussion, assignment, journal, and quiz deadlines. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy
This course covers great discoveries in archaeology spanning 5,000,000+ years and the entire globe within a single semester. Because of this, we need to move through modules in a fairly quick and structured way. This is especially important during a summer course that is condensed to 5 weeks. The deadlines are designed to help you stay on track with the material and also enable you to effectively participate in discussions of important concepts with your fellow students. All assignments need to be completed within a 1 day grace period of the due date in the Course Schedule. **Grades for assignments submitted beyond the 1-day grace period will be reduced by 5% per day.** Please email me if you are experiencing difficulties staying on track or have a compelling reason for being late. There is no penalty if you have a compelling reason (such as illness, etc.).

Feedback and Grades
A variety of assessment tools are used within this course. Feedback will be provided as follows:

1. **Journal Entries:** journal entries are reviewed and graded by the instructor. Feedback and grades will be posted within 2 days following the due date.
2. **Discussion posts:** discussion posts are due daily. A response to a peer's post is due the following day. Feedback will be provided within 2 days of the end of each discussion thread.
3. **Assignments:** Feedback and grades will be posted within 2 days of the deadline for each assignment.
4. **Quizzes:** the quizzes in Modules 1–7 are graded automatically upon completion of each quiz. The quiz in Module 8 will be graded within 2 days of the end of the course.

To keep track of your performance in the course, refer to My Grades in HuskyCT. You can find this within the left hand column of HuskyCT.

Weekly Time Commitment
Summer courses condense a full 14-week semester into 5 weeks. The university suggests that you dedicate **25 to 33 hours a week** to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the Online Student website. You may find it helpful to manage your time by scheduling regular hours to work on the course each day.

Student Authentication and Verification
In order to comply with Federal law, the University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and

password.
2. Module quizzes will use Respondus Lockdown Browser with Monitor to authenticate your identity. You will be required to show your UConn ID or a driver's license to the camera or webcam at the beginning of each quiz.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- **The Student Code**
  Academic Integrity & Resources on Avoiding Cheating and Plagiarism)
- **Copyrighted Materials:** all of the materials posted within HuskyCT are copyrighted. Please do not post any of these resources online or share these with anyone outside of the course. Unauthorized sharing can result in a hearing for academic misconduct.
- Credit Hours and Workload
- **Netiquette and Communication:** within discussions, it is important to maintain a civil dialogue. It is fine to disagree, but please remain respectful. Please familiarize yourself with UConn's Rules of Netiquette in Online & Distance Learning Courses
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Any students suspected of cheating, will be referred to the Dean of the College for a hearing on academic misconduct which may result in an F grade for the course.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. As your instructor, I am deeply committed to serving diverse learning styles and issues of accessibility. If you anticipate or experience *any* physical or academic barriers, please let me know immediately so that we can discuss options and so that I can work quickly to minimize these. I am here to help. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/. Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement. Students who feel they may benefit from speaking with a mental health professional can find support and resources through the **Student Health and Wellness-Mental Health** (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern. Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees.

If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or https://studenthealth.uconn.edu/** for services or questions**.**

Accommodations for Illness or Extended Absences

If illness prevents you from attending class online, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have experienced a wide range of symptoms ranging from mild symptoms to severe illness. These symptoms may appear 2–14 days after exposure to the virus and can include:

- Fever, cough, shortness of breath or difficulty breathing
- Chills, repeated shaking with chills
- Muscle pain, headache, sore throat
- New loss of taste or smell

Additional information, including what to do if you test positive, or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam or internal camera

For information on managing your privacy at the University of Connecticut, visit the University's Privacy page. **NOTE:** This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.